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HOME PROGRESS

COURSE 1

NUMBER 1

Published monthly, as part of the Home Progress Reading Courses, by Houghton Mifflin Company, Four Park Street, Boston, Massachusetts. Membership in the Home Progress Reading Courses, Three dollars the course. Separate copies of the magazine, six issues to each course — twenty-five cents the copy.

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Courtesy of Rev. William Harman van Allen. Illustration for "The Children's Sunday," page 19.

CHILDREN OF THE PASSION-PLAY, OBERAMMERGAU

HOME PROGRESS

PUBLISHED BY HOUGHTON MIFFLIN COMPANY, 4 PARK STREET, BOSTON,
MASSACHUSETTS, FOR THE HOME PROGRESS COURSES

THE RELATION OF THE DOCTOR TO THE HOME

BY DR. RALPH KENDRICK SMITH

WHAT is the relation of the physician to the home? What should it be?

Unfortunately, the answers to these two questions are not the same. Preventive medicine is more important than curative medicine, but the average family will not employ a private practitioner to do the more important work. Doctors are only paid when patients are sick. How often do we hear a person say, "I am not quite sick enough yet to call the doctor."

The home is the place where preventive medicine can best be practised. Sanitary science, pure water-supply, sewage systems, hospitals, health boards, etc., are a vital and necessary part of scientific progress; but of infinitely greater importance is the work done in the home. Whatever progress is made in public hygiene and sanitation is of little avail as long as the family life continues to be governed by tradition, and as long as the present custom of inadequate relation with the family doctor is continued. The story of evolution in real preventive medicine is to be told in the home, not in schools of sanitary engineering.

In factories, schools, and public buildings, we have official inspectors who make regular visits and

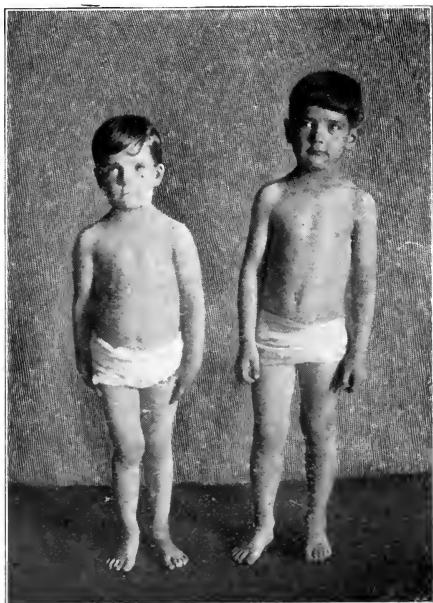
compel compliance with certain definite regulations for the conduct of such places. If these rules are not obeyed, there exists the conventional machinery for enforcing them. But in our homes there is no such inspection, and, even if there were, there is no power to enforce the rules laid down by the inspector. Why is it that health is necessary and compulsory in factory, school, and public building, but not in the home?

There can be, however, an inspector in every home. The family physician should be the inspector. It is not his fault that he is not. It is the fault of the people themselves, the patients who are his employers. People, as a rule, will not pay a physician to keep them from getting sick. They will spend all the money they can get for the professional care of a patient who is beyond all human aid. In other words, they will pay the doctor large sums of money for services which do not accomplish anything from the curative or preventive point of view, but they will not pay him anything for those services which are the most valuable, i.e., the prevention of these very illnesses.

Political economy teaches that the occurrence of preventable dis-



Waist on the right side causes round shoulders which can be prevented by moving support nearer neck, as on the left.



Shoulders point too far forward on child on the right — other child has normal shoulders but knock-knee.

eases is an economic waste. Therefore, there are inspectors and laws to lessen the public causes of preventable sickness. Why not apply precisely the same rule to domestic economics? Surely, in these days, when there is so much talk of the high cost of living, it is well to consider such a vital phase of family economics as this. Health and strength and happiness, expressed in sordid terms, mean economic efficiency, or, in other words, wage-earning capacity. The prevention of disease and the development of robust health mean increased earnings and decreased losses.

It has become an unwritten law nowadays that intelligent people, particularly in the city, shall get into the habit of going to the dentist annually or semi-annually, whether they think there is any-

thing the matter with the teeth or not. They go for the purpose of inspection. Without depreciating this custom in the slightest degree, for it is a most commendable one, is it not pertinent to inquire if the teeth are more important than all the rest of the body? Inspect the teeth regularly by all means, but do not limit the inspection to this one small portion of the anatomy. If one owns a blooded trotting-horse valued at \$20,000, he would have the veterinary examine the animal carefully and frequently at regular intervals. Why? Because he is worth \$20,000. Is it not rather startling that we consider an animal to be worth more than a human being?

The simplest way to prove the utility of the inspection plan is for the reader to try it in his own case.

Send for the doctor. When he comes, astonish him by informing him that there is nobody sick in the house, and that that is the reason you have sent for him. Ask him to look the house over, and to examine the family as thoroughly as he desires. When he has finished, ask him to specify those details of the domestic establishment which he finds detrimental to health, and to make what recommendations seem wise to put the family in the best way to keep well. Then ask him to tell each person he has examined something of the condition in which he finds him, and to advise what is best in each case according to the specific individual conditions; i. e., what work, rest, diet, exercise, and clothing is best suited for maximum health and efficiency.

In doing such a thing as this, you have merely done in your home what you would do in business from a legal standpoint, or in a factory, or on a railroad from the viewpoint of mechanical or civil engineering. You have used common sense in obtaining expert advice on technical matters beyond your own knowledge, for the purpose of avoiding injury to your plant and preventing break-downs and lessening of efficiency. It is unnecessary to tell any business man that a plant which is well looked after, frequently in-

spected, and kept in thoroughly good repair by an expert, will last much longer and produce more goods and goods of a higher quality than one which is neglected. It is utterly illogical to fail to apply this same rule to an individual person or to a family.

The general practitioner, or the family physician, as he is called, has become accustomed to attending only sick people; so much so that he would be amazed if employed for such purposes as these. At first, he might even be somewhat embarrassed, but he would most enthusiastically approve of the procedure, and soon get into the routine of thorough and systematic inspection for the purposes of preventive medicine.

This system of preventive medicine, if thoroughly practised, will soon change the whole atmosphere of the home. The family will unconsciously get into correct habits of living. We all fall into ruts of tradition and convention, and pay so much attention to household axioms that it takes some time to uproot the fallacies; but scientific truth in the household can be made very simple and practicable.

Let us see what some of the details of this new régime might be.

First, the house itself. Sunshine, fresh air, dry location, and correct



Walking with book on head compels erect carriage.



Protruding shoulder blades which may be cured.

heating may be given as the primary requisites. There should be no sleeping-rooms which do not have sunshine. Chamber windows should be open top and bottom all the year round, if indeed you must sleep in rooms at all;—the sleeping-porch is rapidly coming to be regarded as the only healthful place to sleep.

This is the dustless age, so carpets are no longer in favor in the best regulated establishments, hard wood or painted floors being used with rugs instead. The vacuum cleaner, for those who can afford it, replaces the broom and carpet-sweeper. The feather-duster should be prohibited by law. Upholstered furniture is rapidly disappearing because of its unhygienic character. Electricity is the only healthy illumination.

In our New England climate, it is generally accepted that as soon as the winter fires are lighted, we begin to have colds, sore throats, bronchitis, pneumonia, and such diseases. The public blames the weather, but the physicians know that the lower temperature has nothing whatever to do with it, as these diseases are utterly unknown in the Arctic regions; while explorers into the Far North are attacked by them immediately upon returning home. These conditions are caused by dust, germs, and dry heat. Every home should be equipped with a hygrometer, an instrument which measures the degree of humidity of the air. These are used universally in cigar cases, because the humidity of cigars is of such infinitely greater importance than

the health of women and children! Our furnaces and steam radiators dry the air so much that the moisture from the mucous surfaces of the respiratory passages is absorbed as if by blotting-paper, leaving them inflamed and an easy prey to the first germs to come along. The hygrometer shows that the humidity in our houses in the winter is less than half of what it should be. This can easily be remedied by placing in the rooms receptacles filled with water in which is suspended a wick in the form of a towel. Many people use the dish of water, but it is of practically no value without the wick, which gives a very large absorbing surface. Many a cough in the winter may be cured by this procedure alone.

Speaking of houses, it is pertinent to suggest that instead of being man's shelter, houses are really the primary causes of a large percentage of our diseases. In other words, animals, brute or human, were not designed to live hived up in artificial atmosphere where they breathe second-hand air laden with the poisons already thrown off from their own and others' lungs. Outdoor life and exercise are the first essentials of normal physical health, and their lack constitutes the principal cause of disease.

So we must get back to the standpoint of thinking of ourselves and our children as animals in order that we may provide as nearly as civilization permits the environment and benefits which nature supplies. The first principle of such a consideration is that the body is a machine. The second principle is

that the proper care of the children means the health and strength and efficiency of the future adult race.

Put these two conceptions together and we have the ideal of trying to raise a race of children whose bodies shall be mechanically correct. One of the most discouraging spectacles to the specialist in preventive medicine is the picture presented by the frail, anæmic, stoop-shouldered, and flat-chested children seen in such frightful majority in our city families to-day.

The saddest part of it is that parents seem to have no realization of this state of things. The Good Book tells us that a house built upon a foundation of sand will not endure, and the good physician knows

that health built upon a stooping skeleton is insecure. If parents would only realize that broad-shouldered, deep-chested, well-built children successfully resist the invasion of disease, and that poorly constructed children are constant invitations for the propagation of bacteria, we should have a healthier race and longer life.

The practical application is that the mother by experience may become quite expert in examining the bodies of her little children as she dresses and undresses them. Every woman has in her mind's eye the ideal of physical perfection as exemplified in Greek art. So it is not difficult for the mother to detect

in her child the variations from the normal healthy physique, such as spinal curves, round shoulders, flat foot, flat chest, protruding abdomen;—abnormal but frequent conditions.

We know that the tree will grow as the twig is bent, and we find that the child will grow in the direction in which the mother leads it. Consequently, we expect her to train it in correct poise, to teach it to stand and sit in the pride of joyous health. Do not tell the child to throw

its shoulders back. That has been preached for generations, but it is a great mistake. Hold the chin up and breathe deeply. Then the shoulders will take care of themselves. Creeping on the floor is the



Knock-knee and flat-foot — child "toes out." — Strong normal feet in correct position.

natural locomotion for all animals with four extremities and should not be discontinued with babyhood.

Watch the little naked backs in the bath, see if the shoulders are alike, use a plumb-line to ascertain if the spine is perfectly straight and then test to see if the child can bend as freely in one direction as in another. Feel of the muscles of the back and the legs and arms to see if they are flabby or firm. If they are too soft, and continue so, let the doctor prescribe some specific exercises. If the child seems pale, pull down the lower eyelid to see if the lining is pallid or bright red, as this is the test for anæmia.

Watch the shoes for signs of un-

even wear. The ankles may be severely injured by continuing to wear shoes after the heel support has broken down. Examine the foot-print. If it shows the whole foot, ask the doctor to examine the feet.

Structural defects, faulty posture, incorrect poise, abnormal gait, and other irregularities of a mechanical character are often amenable to more or less complete cure during their early stages only. In other words, the future health and strength of the people depends to a very considerable extent upon the ability of the parents to detect these defects in their incipency. If the mother discovers early a condition of this sort she can frequently be taught by the doctor some procedure which will tend toward correction as the child grows older.

By looking carefully at the illustrations on these pages a mother may soon grasp the idea of these important but simple differences between the right and wrong mechanical positions. The idea is not to have the parent usurp the place of the physician, nor to expect the mother to treat disease, but merely to enable her to catch the first glimpse of the danger-signal in order that she may procure competent advice at the time when it will be most helpful.

It is not advisable to fill the mother's mind with fears or with pictures of disease, but instead to cultivate the maternal ideal of robust health and the beautiful mental picture of the vigorous childish body in perfect poise, in order that the slightest departure from this

pattern may be detected at once by the loving eye which is thus becoming more accurately observant. Given a well-constructed body in a clean and happy environment, provided with proper food, pure air, sunshine, correct clothing, and trained to regular habits, it is a scientific assumption that disease has no necessary place in the future of this human animal if care is taken to avoid direct infection. The so-called children's diseases, which our grandmothers used to look upon as necessities, are no longer regarded as such. Modern scientific physicians not only assert that children's diseases are unnecessary, but have found that they are a distinct menace to adult health even after an apparently complete recovery. To put it in another way, the disciple of preventive medicine believes that the strength and longevity of future generations are enhanced by lessening the prevalence of the diseases of children. How can a mother prevent her children from contracting epidemic sicknesses? By not taking them into closed cars, nor other public places, nor even other people's houses, when it can possibly be avoided; by washing the hands thoroughly whenever the children come into the house; by abolishing the kissing habit; by keeping the teeth properly brushed, and the cavities filled; by avoiding dust; by forbidding shoes worn outdoors entrance into the playroom; by keeping the nose clean; in a word, by using a reasonable mixture of common sense and modern science.

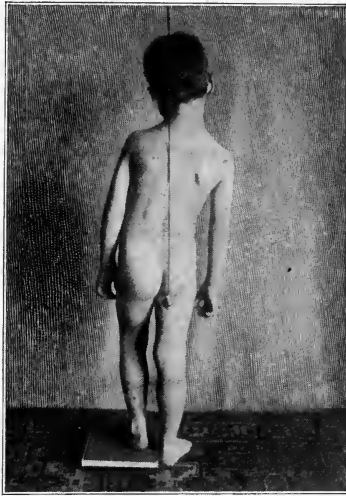
When should a mother consult a

physician? Whenever she is in doubt; whenever she finds any defect, any new symptom, or appearance of anything wrong mechanically, or in the habits, or sensations, of the child; whenever there is loss of weight, increased pallor, nervous twitching, continual insomnia, persistent loss of appetite, night-cries, night-sweats, persistent bad breath, mouth-breathing at night, continued earache, feverishness, very severe or continual pain in abdomen, difficulty in hearing, trouble in seeing, convulsions, hemorrhage, repeated vomiting, croup, unconsciousness, accidental injury, swallowing of foreign bodies or poisonous substances, or anything else which is evidently a sign of something more than a whim or a transitory indigestion or ailment.

One would not think in this enlightened age that it was necessary to warn the mother against administering medicine without the doctor's orders, yet the fact remains that millions of gallons of patent nostrums are sold yearly; and in addition to this thousands of parents give their children other home remedies and prescriptions loaned by friends and relatives, or advised by friendly drug-store clerks. Language fails in an attempt sufficiently to denounce this practice.

In order that the children may

give us the best possible material to work upon, most careful attention must be given to the care of the babies before they arrive at the age which we have termed childhood. This is a subject by itself, but it may not be out of place to suggest that it is poor economy to save doctors' bills at this stage of individual evolution. The best investment that young parents can make is to employ a doctor to ad-



Plumb line showing spinal curvature exaggerated for illustrative purposes — spine should be in line with string.

vise them frequently and minutely regarding all the details of the care of the infant. The tremendous majority of mothers dismiss the physician after procuring orders regarding the milk, and rely upon grandmother's advice for the rest. This is a most vital and far-reaching error. A young mother is an amateur in the business of raising an infant, and leading

it through its paces to childhood. The old tradition regarding the maternal instinct invariably pointing to the correct procedure was very pretty theoretically, but proved to be quite a factor in the mortality statistics. A physician's directions should not stop with the milk. Few realize to what extent the health and happiness of future life depend upon the regularity of the habits of the infant's life, and the scientific correctness of its environment.

"Nerves" are the bane of adult

city life to-day, yet a most potent factor in this alarming condition is the over-excitation of the nervous system during the period of infant evolution. This fault exists more among the well-to-do people than among the poor, because the children of the former are more spoiled and petted and toyed with. Babies, to be healthy, must be let alone. This is a cardinal principle.

The home, the mother, and the child! This is the wonderful trinity, the hope and the possibility of the health and strength and vigor of future generations. By a rational

cultivation of the right principles underlying the problem of the relation between the physician and the home, it would seem that we might help materially a campaign of preventive medicine in a field even greater and broader and more vital than the justly important field of public health. If mother and doctor will join forces it will mean the defeat of the enemy and the triumphant victory of the healthy home, and the robust child; and the glorious sequel, sound and able manhood and womanhood.

THE MOTHER

"Women know

The way to rear up children (to be just),
They know a simple, merry, tender knack
Of tying sashes, fitting baby-shoes,
And stringing pretty words that make no sense,
And kissing full sense into empty words;
Which things are corals to cut life upon,
Although such trifles: children learn by such,
Love's holy earnest in a pretty play."

ELIZABETH BARRETT BROWNING.

THE CLEVER CHILD

It should never be forgotten that the happier a child is, the cleverer he will be. This is not only because, in a state of happiness, the mind is free, and at liberty for the exercise of its faculties, instead of spending its thoughts and energy in brooding over troubles, but also because the action of the brain is stronger when the frame is in a state of hilarity; the ideas are more clear; impressions of outward objects are more vivid, and the memory will not let them slip. — HARRIET MARTINEAU.

THE BOOK AND THE CHILD

BY ABBIE FARWELL BROWN

"OF making many books there is no end." It seems sometimes as if the new books for children increase faster than the children themselves; and how is one to select? The little folks cannot possibly read them all, even if the elders were able to buy them. What shall little Americans read? What do children need most nowadays? These are questions which must be troubling mothers when they pore over the tempting catalogues or stand bewildered before book-bargain-counters in the department stores.

The saleslady knows. She will fetch you out gaudy volumes profusely illustrated and full of slang; tales of aeroplane or football or boarding-school. She will tell you, if you ask, that these are what "everybody buys," and what children like. If you believe her it will save you a deal of trouble in your selection; and you may depart, pleased with the consciousness of agreeing with public opinion, and laden with a choice which may make you popular with the recipient.

But I should not take the saleslady's word, I think. I should choose otherwise. For I believe that what the child of to-day needs especially is something to cultivate imagination and appreciation of the beautiful, the poetry and fine art of life. As with all of us, the world is too much with him,—the world of every day, with its newspapers, its phonographs, and its moving-picture machines. What he needs is the imagination to create for himself another lovely world far from to-day, where all the poetry and idealism of the past, the present, and the future will lie



"The love of a fairy is the beginning of imagination."

ready for his "open sesame."

Books of poetry and fancy and fairy-lore; the stories which children have loved for generations in all countries; the classics, new and old, of style and pure English, of high thought and noble inspiration,—let us have nothing less good than the best for the children of our land. And for very little ones especially we should be careful that they meet with nothing shoddy or silly or common. For from their books are

they learning speech, as well as thinking, and neither must run the risk of becoming careless or vulgar.

In talking with Mr. W. B. Yeats recently about children's books, he said to me: "If I wanted to develop imagination in a child I would not give it anything humorous until the age of six, at least." Perhaps Mr. Yeats has seen the American

child chuckling over the abominable colored supplements of our Sunday newspapers, cheap in art cheaper in wit, which form, I believe, the chief literary pabulum of a large portion of youngsters. Perhaps he has noted with disgust, as so many of us have done, nice little boys and girls brought up in gentle homes, reveling in the bad manners, crude

horse-play, and cruel practical jokes of these pernicious newspaper kids, and has wondered why American parents are so careless. Fathers and mothers who see to it most conscientiously that their offspring associate in school and out with only the "best" children, will allow these other dangerous playmates to bring their bad manners and evil example into the home circle, and to affect the thoughts and the speech of every day.

Inopportune humor has been the

death of many a poet's fancy. Humor itself is, I think, jealous of the imaginative vision. A child who has been encouraged to watch for the funny side of everything will not be looking keenly for poetic beauty, will scarcely recognize it when he sees it. Humor is not creative, it is critical. What the child of to-day needs to cultivate is not

the critical attitude, but the creative, the artistic one.

We have been told often enough that the sense of humor is the *sine qua non* of happiness. There is little danger that the child of to-day will lack in that respect. The American point of view is based upon humor. Our daily news, our reviews, our drama, our politics, science, religion

even, are served up with a piquant sauce of fun or whimsy, to make them palatable. Nothing is to be taken seriously, if you please; it is not the fashion.

There is little danger that the modern child will lack in the practical sense. Our materialistic age will take good care that he shall not fall to dreaming too continuously. But he has little temptation to dream, under average conditions. Some attempt is made to teach him to observe, to reason, to represent



"He likes nature invested with story interest."

in one way or another; but to imagine, — no! And yet imagination is one of the most precious gifts; a "practical" one too. Without it, how control business problems; how face untried crises; how understand situations and characters foreign to one's experience? How order the future or reconcile the past?

Imagination does not weaken the powers of observation or of reason; on the contrary. I see no cause why an accurate study of nature-facts is incompatible with enjoyment of fairy-fancies. Children have no natural love for the beauty of nature. It has to be encouraged. But they do naturally love a tale. They like nature invested with story interest. Why not lead them to the one through the other?

Why not let them people the outdoor world with the Wee Folk who are so ancient a heritage of belief that if they had not existed from the beginning, — as I think, — they surely must have been called into being by this time, through human need and the projective power of thought.

Mr. James Lane Allen says in one of his recent stories that American children need no fairies, no nature-myths; that our immigration left them behind on the other side of the

water with ruined castles and the feudal system and other anachronisms. But I believe that the children of all time need the fairies just as much as ever they did; need the spell of fantasy to ward off the entangling enchantment of that old witch, Materialism, and that other hag, Commonplaceness. The love of a fairy is the beginning of imagination.

It is not necessary to lie to children about the fairies. Grown-up consciences, over-tender in this regard, need to be sprayed with the antiseptic of Play. The glorious game of Make-Believe, which children understand, and which, alas! we are prone to put aside all too soon, requires no explanation or apology. Why should we ever put aside anything so whole-



"Pleasure in rhyme and rhythm is natural."

some and natural? Why should not the fancy of Fairyland, of Wonder-Sympathy, go on through all one's life side by side with a love of nature and of close reasoning upon things reasonable?

There are too many of us who lack the mental suppleness which comes from that excellent gymnastic practice, the "believing of three impossible things before breakfast."

With the fairies belongs pure

poetry. Pleasure in rhyme and rhythm is natural to children, if it has not been spoiled by an artificial manner of reading, and if the learning of it is not made drudgery. How many lovely things in poetry and in sacred literature have been ruined forever by bad rendering! Embarrassing elocutionists, perfunctory teachers, and droning curates have been responsible for the death of much beauty-love. Let us give the children poetry, — read it to them simply when they are little and encourage them to select and memorize lovely lines against days of ennui, worry, pain, and sorrow, when the charmed

phrases will come to mind with a welcome spell of comfort.

Give children romance that they can act out in their play, and weave into their lives; give them a curiosity about ancient things, picturesque customs, the sunset color of days past. If they are not given the key to that wonder-kingdom when they are little the doors will remain forever closed to them. And they will lose their rightful heritage in a treasure of beauty that charms away the fear of age, or blindness, or bodily infirmity; the treasure of Imagination, which glorifies all time.

COMMON SENSE

SHE came among the gathering crowd,
A maiden fair, without pretence,
And when they asked her humble name,
She whispered mildly, "Common Sense."

Her modest garb drew every eye,
Her ample cloak, her shoes of leather;
And, when they sneered, she simply said,
"I dress according to the weather."

They argued long, and reasoned loud,
In dubious Hindoo phrase mysterious,
While she, poor child, could not divine
Why girls so young should be so serious.

They knew the length of Plato's beard,
And how the scholars wrote in Saturn;
She studied authors not so deep.
And took the Bible for her pattern.

And so she said, "Excuse me, friends,
I find all have their proper places,
And Common Sense should stay at home
With cheerful hearts and smiling faces."

JAMES T. FIELDS.

CLOTHING FOR CHILDREN

SEVERAL years ago, an article appeared in the "Outlook," called "The White Peril." The peril in question was the clothing of children entirely in white, and unconsciously expecting and leading them to adapt their lives to it. Not even a child in whose home unlimited laundry work can be done can be dressed all the time in white, and remain unfettered by an instinctive tendency to live in such a way as to "keep clean." Just as even that woman who possesses countless pairs of white gloves uses her hands a little less freely when she is wearing white gloves, so even the child who has never worn any other color but white wears it without perfect ease.

We shall do well to reflect upon this when we are planning the wardrobes of our children. Such reflection ought to induce us to pass by the white corduroy coats, the white broadcloth caps, the white kid boots, and to limit ourselves in our purchase of white dresses and white stockings. It should develop in us the fortitude necessary for the selection of dark blue or brown cloth coats, hats or caps to match them, and tan or black shoes. It may even raise us to the point of buying four blue or pink chambray dresses to one white one, and black or tan stockings.

For Sunday, and for other high days, the children might well be clothed entirely in white. This reduces the "peril" to smaller pro-

portions. The mother, even the mother who has much money to spend upon her clothes, wears white gloves only on special occasions. Let her follow this same plan with her children; let her dress them in white only on special occasions.

In clothing children for out-of-door exercise and play during the winter months, the mother should take care to see that her little ones are warm in the right places. She should provide for them warm cloaks, warm stockings (and in snowy weather, leggings), stout boots, warm mittens, and heavy rubbers or overshoes. Then the children will be warm where they should be warm.

On the other hand, they should not wear heavy hats, nor too thick hoods nor caps. Neither should they wear fur, nor silk mufflers around their throats; — unless, by the advice of a competent physician in the case of a peculiar child.

Some of us have seen little English children, in their habitual house costume of short-sleeved dresses, short frocks, and ankle ties. All of us have seen pictures of them. "How sweet they look!" we exclaim. Certainly they do; but would they not look equally sweet, and be more safely clad for winter days, if their sleeves and their stockings were long, and their shoes (all the year round) provided proper support for their delicate little ankles?

EDITORIALS

ON HOME PROGRESS

OUR purposes and aims for Home Progress have already been set forth more or less fully in the prospectus of the course. One of our friends, after reading the prospectus, in proof, exclaimed, "You are far-reaching, certainly, in your aim!" We believe that we are undertaking a large and significant, and, moreover, practically new work.

We have in America one of the most perfectly considered and arranged systems of education, outside the home, to be found in any country. Much of our national skill, national resources, and national energy is devoted to the maintenance of high standards in the public schools. School Progress we have.

But the basis of any nation's strength, and perhaps more particularly of America's strength, is the home. In order that our children may be truly educated, we must provide for them not only education by teachers in the schools, but education by their parents in their homes. Furthermore, we must bring to bear upon that education our individual skill, our individual resources, and our individual energy.

One of the best ways of fitting ourselves for this is by reading; especially, reading under trained direction; — reading the best books and the best magazines. It is our plan to furnish three such books and one such magazine; and to provide, in the pages of that maga-

zine, and by personal correspondence with subscribers to the course, such direction. Without your coöperation, we shall surely fail; with it, we feel that we shall as certainly succeed. Our desire is to help you; we can only do it if you will help us.

APPRECIATING THE DOCTOR

WE cannot emphasize too strongly our belief that the health of the family depends far more upon the preventing than the curing of disease. Modern science tends more and more to the establishment of the proposition that most disease can be prevented. Increasingly are we discovering that many of the ailments which we had supposed inevitable can be avoided; avoided, moreover, by such simple expedients as sunshine, fresh air, proper food, and, above all, cleanliness both of persons and surroundings. Indeed, we are beginning to realize that we almost never *need* to be ill.

This trend of events would seem to lead to the gradual extinction of the medical profession; — if we are no longer going to be ill, we are no longer going to require doctors. This would seem to be true; but it is not. Never was it of such importance that we consult physicians as at this very moment in the history of health. Keeping well is a science; only a competent physician can teach it to us.

We have learned that, if we eat

rightly, exercise correctly, sleep sufficiently, keep ourselves and our environment fittingly clean, we shall be well. How are we to know whether we are fulfilling this "if"? Only a doctor can tell us. Let us not neglect to ask him. When he has told us, let us carefully live according to his instructions. Above all, let us remember always that to him, and not to us, is due appreciation, if we "enjoy good health."

TEACHING BY PARABLES

IN examining books for children, and modern books about the choice of books for children, it is significant to find such insistence upon the importance of "imagination" in reading for children. "Tell the children stories; read stories to them; don't give them dry lists of dryer facts; give them that light in which they may properly apprehend facts, — 'imagination.'"

"He spake many things unto them in parables," we read in our Bibles. There is a deeper educational meaning in these words than is at once apparent. In the childhood of the race, the people were taught by parables; in the childhood of the Christian religion, again, were they instructed by means of parables; in the nursery of the modern family, once more is instruction given by means of parables: — that is, by clothing the fact, or principle, or ideal in the guise of narrative. We can teach children through story-telling as we can teach them in no other way. The mother can put her talks to her girls in the form of parables; the father can em-

body his instruction to his boys in the same form. We have a shining example of a Teacher by Parables. Shall we not follow it?

THE HAPPY SUNDAY

THE best thing in the world or the worst thing in the world is the home. If we make the home a happy one, it will be the centre of a delight that is unending, because it is perpetuated in memories and tradition unto the third generation. It is axiomatic that no one who is brought up in a happy home can go far or permanently wrong.

And the happiest day in the home should be the Sunday. It is a curious fact that the sedate old Jews in the time of Isaiah, three thousand years ago, recognized this value in the Sabbath. The Prophet said: "If thou turn away thy foot from the Sabbath, from doing thy pleasure on my holy day; and call the Sabbath a delight, —" Now there was a saint after the modern heart, who believed that the Seventh Day shall be no doleful bore, but a day of personal pleasure — a day of delight — a day of joy in the Lord — a day of happy memories.

The so-called "blue laws," passed by so many New England states over a century ago under the guidance of long-faced, sour-minded, and suspicious Puritans, that made Sunday the one miserable, unnatural day of the week, — especially to be dreaded by children, — came in as a protest to European conditions long since passed away. This is childhood's era. And we

recognize that the one inalienable right a child has is Joy. Rob him of that and you steal his birthright away.

Here are a few suggestions for a home:—

Anything that is based on unnatural excitement or unnatural stimulant is not real happiness nor joy. It is a counterfeit, and bad on any day in the week.

Happiness and joy are always sane and religious. What is right on one day is right on the Seventh Day. The reverse of this is equally true.

What is good for a child is best

for him on the one day of the week when the family are all together.

To repress a child on that day is to confer upon him infinite harm. It stunts his nature and is apt to make him morally astigmatic.

If ever there is a home day, it is Sunday. So let it be not only the day of rest, but the day of no unnatural restraint; a day in which one's religion takes the form of sunshine,—for one cannot imagine a Cloudy Paradise; a day of family reunions, in which the God of Isaiah sits at the head of the table, rejoicing in the pleasure and delight of his smiling children.

FOUR THINGS

FOUR things a man must learn to do
If he would make his record true:
To think without confusion clearly;
To love his fellow men sincerely;
To act from honest motives purely;
To trust in God and Heaven securely.

HENRY VAN DYKE.

A LIBERAL EDUCATION

THAT man, I think, has had a liberal education who has been so trained in youth that his body is the ready servant of his will, and does with ease and pleasure all the work that, as a mechanism, it is capable of; whose intellect is a clear, cold, logic engine, with all its parts of equal strength, and in smooth working order; ready, like a steam engine, to be turned to any kind of work, and spin the gossamers as well as forge the anchors of the mind; whose

mind is stored with a knowledge of the great and fundamental truths of Nature and of the laws of her operations; one who, no stunted ascetic, is full of life and fire, but whose passions are trained to come to heel by a vigorous will, the servant of a tender conscience; who has learned to love all beauty whether of Nature or of art, to hate all vileness, and to respect others as himself.'

THOMAS HENRY HUXLEY.



St. Agnes Choir, Church of the Ascension, New York City

THE CHILDREN'S SUNDAY

BY GEORGE HODGES

WHEN the master of the Spiritual Life defined the Sabbath in terms of human welfare, He made it a free day.

The purpose of it, He said, is altogether friendly and helpful. "The Sabbath was made for man, and not man for the Sabbath." Thus he expressed a general principle; like the statement, "A straight line is the shortest distance between two points." The axiom provides a test of straightness. If a line starting at one point fails to arrive at the other, or if it wanders on the way, it is not straight. If the weekly festival of rest and religion fails to minister to the well-being of men,

it is neither a good Sabbath nor a good Sunday. Whatever else the New Testament day brings over from the Old Testament, it brings its social meaning, for it was this which Christ emphasized. By this meaning our own observance of it is to be measured.

Any fair discussion of the keeping of Sunday by children must begin with Christ's idea of the day, for this is plainly the determining fact. The Puritans, whose tradition still influences us, had reacted from a Sunday which seemed to them a breaking of the Fourth Commandment. It was a cheerful day, in which people went to church in the

morning, and had a good time playing games in the afternoon. A considerate monarch had so far encouraged these Sunday amusements as to provide a Book of Sports for use on such occasions, to the horror of serious citizens. The Puritans reacted from this situation, and their reaction carried them past the time of Christ, away back to the time of Moses. There they found not only a commandment, but a

man stoned to death for breaking it. The man was gathering sticks on the Sabbath day, and the indignant congregation punished him with capital punishment. That seemed to the Puritans an interesting precedent.

It was forgotten, in the ardor of the righteous reaction, that the Jews had desired to treat Jesus in the same way. They would assuredly have done so, had they not been restrained by the discipline of Roman law. They accounted Him a Sabbath-breaker, and hated Him in consequence, and finally brought Him to the death on the cross because of offenses among which this was chief. The first time when they held a council and considered how they might most easily and speedily kill Him was after He had healed



*Courtesy of Rev. William Harman van Allen
Ready for Church in Java*

a man on the Sabbath day. The Puritans went back to a day such as Christ had disallowed. They did well to call it by its Jewish name. It was the Sabbath of the Old Testament. Indeed, they exceeded the Old Testament severity. They took the command, "Thou shalt do no manner of work," and applied it with uncompromising literalness, and made it include play also. They said, "Man is

made for the Sabbath," and they tried to fit him to it without regard to his needs or desires. They used the Sabbath as old Procrustes used his bedstead. If people were too short, they stretched them out; if they were too long, they cut their feet off, or their heads. For example, small, restless children were fitted to endless hours of prayer and preaching. It was a painful process. Some of the children never got over it.

The first step towards a right conception of the children's Sunday is a clear understanding of the fact that the Puritans were mistaken. They were honest and earnest, and they were right a great part of the time, but it is not in human nature to be right all the time. Here they went astray. Their Sab-

bath was not a Christian Sunday. They were remote from the free, natural, and cheerful spirit of Him who said, "The Sabbath is made for man," and who meant thereby that it was to be a holiday of joy, a weekly ministration to human happiness.

Not only were the Puritans in error as to Christ's ideal of the day, but they made the error worse by failing to take account of the children. They took it quietly for granted that all children were forty-five years old, and dealt with them accordingly.

The first question of the Westminster Catechism is a symbol of the situation: "What is the chief end of man?" Its only relation to the mind of childhood is the fact that it is in words of one syllable. It is miles over the head of youth. They who framed it were thinking of the truth but not of the child. Indeed, it is only of late years that the real child has come to be considered in religion. The Sunday School, for instance, is a recent invention. The former books on the duties of pastors dealt with their ministrations to grown people. They forgot the children. The church services were not in-

tended for children; and are rarely so intended now. The sermons had no messages to children. Goldsmith said of Dr. Johnson that if he were to write a fable about little fishes, he would make the little fishes talk like whales. The Puritan church assumed that the little fishes were actually whales, and addressed them in the whale language.

As for Sunday it was made to suit the habits of staid, elderly people. To such people, it was pleasant to go to church in the morning and stay through a long service; and in the afternoon, it was pleasant to sit quietly in the house and read a serious book. That was human nature for them; but not for the children. They overlooked the children. They made them behave, or pretend to behave, as if they were sober persons whose hair was beginning to turn gray. No normal child will spend a profitable afternoon reading a serious book. The boys and girls, according to the theory, were compelled to conform to the solemn routine of a grown-up's day, whether they liked it or not, and without considering whether it was good for them or not.

These two errors of our devout ancestors must be respectfully re-



Photograph by Rev. William Harman van Allen
Anna and Geertruide of Veere in Sunday Clothes

cognized and definitely abandoned before we can begin to make wise plans for a children's Sunday. We must settle with ourselves that the day is not to be tested by the Fourth Commandment in the Old Testament, but by Christ's interpretation of that commandment when he said, "The Sabbath is made for man," And we must settle also with ourselves that the children's keeping of the day is not to be determined by the rules which are adapted to the habits of their parents. The Sabbath was not made only for man, in the grown-up sense, but for all the boys and girls.

Two qualities are essential to the right observance of the children's Sunday; it must be pleasant and it must be profitable.

Of course, it must be pleasant. Otherwise, the religion which sanctifies the day is associated in the child's mind with dullness, and weariness, and restraint. When Christianity came into the world as the "gospel," it came accompanied by all the ministering joys. For the word means "good news." Religion was identified with the attainment of happiness. That is what is intended at the beginning of the Sermon on the Mount, by the repeated adjective "blessed." It means "happy." The Lord says, "I will tell you how to be happy." The Lord's Day ought to be a happy day.

But happiness for children is only remotely intellectual, and still more remotely spiritual. The growing child enters most easily into a physical happiness, which retreats somewhat into the background with

increasing years, though it never goes quite out of sight. The relation of such a happiness to religion is recognized not only in Christ's continual acts of merciful healing, but in the frank description of the joy of heaven as symbolized by eating and drinking. Abraham and Isaac and Jacob are particularly described in the Old Testament as having excellent appetites, and the New Testament finds them sitting at the table even in paradise.

The Sunday dinner, then, is an important part of the children's Sunday. The day is a feast in the Christian calendar, and is so interpreted to the mind of youth by a bill of fare appropriate to such an occasion. Certain pleasant dishes, certain alluring desserts, certain privileges of the table may well be reserved for the better emphasizing of the day. In prudent families, where sweets are not freely permitted every day, Sunday may be made a time for candy.

Also on Sunday, more allowance than usual may be made for that queer preference in children which makes them want to stay up at night and sleep late in the morning. Why not do both on Sunday?

There may be Sunday books, not necessarily of a religious kind, and Sunday pictures, brought out on that day, to make a plain difference between Sunday and Monday, to the advantage of Sunday. Of course, the ideal achievement is to give Sunday the advantage even of Saturday.

And Sunday games? Why not? There is nothing irreverent nor un-Sabbatical about play.

The commandment is not against playing. Work is forbidden in order that men may not be overworked. "You have been slaves," says the commandment as it stands in Deuteronomy, "and now you are to be masters. Remember your old burdens. Do not make your men work too hard. Once every week give them a day off." It is not for the sake of the Sabbath that we are to rest from labor, as if our activity would somehow profane the sanctity of the day, but for our own sake that we may have an easier life.

The commandment does not prescribe what we ought to do on our holiday. That is left to us. It is very far from intending an empty day, in which we must abstain from doing what we like. That would turn the feast into a fast, and change our leisure into penance. We ought, of course, to avoid such pleasures as shall bring either unnecessary labor or any other disturbance to our neighbors. We are all to have a happy day, free from the care of toil, full of the innocent joy of life, for which we may be grateful every week to the beneficent arrangements of religion.

We have forbidden the children to play on Sunday in deference to a tradition for which we have not been able to give a reason. They

have asked "Why?" and we have answered, "Because it is Sunday." And they have inferred that religion is hostile to the pleasures of children. Sunday comes once a week to cloud the sun. It is a rainy day once a week, when the children must stay indoors. It is worse than a rainy day, because they may not

defend themselves against it by making sunshine on their own account. And when the children complain, we have no satisfying answer. We feel as foolish as the mother who said, "Remember, Henry, when mother says, 'because,' she means 'because.'"

Why should the children be forbidden to play on Sunday? Only on account of a lingering shadow of a theory about that day which we no longer hold.

It is well, however, to make a difference between the Sunday games and other games. Certain toys

may be kept for use on that good day. Naturally, the games will be of a quiet kind. Not because noise is profane, — one of the psalms says that the Lord likes it, if it is a "joyful noise," — but because noise disturbs the rest of older persons who are keeping a day of peace. The children are to learn that a part of all good joy is thoughtfulness for others. It is one of the lessons of the children's Sunday.



An American "Sunday's child."

Thus the pleasant day is made profitable also. The day of rest becomes a day of religion.

The most obvious occupation of Sunday for the purpose of religious profit is attendance at the service of the church. The service is not so long now as it used to be, and in most churches is increasingly liturgical. The day has passed when Cotton Mather and his contemporaries prayed for an hour and a quarter, and then preached for an hour and three quarters. The only physical relief in this protracted session was the singing of a hymn between. Now the service is full of down-sitting and up-rising, and children are interested in it. Not, indeed, in the sermon. A mother writes to ask advice about her small son, aged seven. He is by nature a reverent and religious lad, but he is also by nature active and restless. As the sermon progresses, he whispers, "Mother, how much longer?" Mother says, "Fifteen minutes." And again, "Mother, how much longer?" Mother says, "Ten minutes." When at last mother is able to guess that the end of the sermon may be expected in five minutes, the child



Photograph by Rev. William Harman van Allen

Freule Marguerite among the Roses, after Church, on Sunday, in Holland

sighs and smiles. This takes place every Sunday. The best advice under the circumstances is to let the boy go out before the sermon. Sometimes a pastor with a gift for talking to children will preach a five-minute sermon just for them, and then after a hymn they are dismissed. Very good. Evidently the long sermon is not meant for them. If it is made a matter of obligation, it seems to identify

religion with weariness and penance.

The Sunday School, excellent as it may be, is not to be made a substitute for church attendance; partly because it does not offer opportunity for that exercise of worship which is the most important part of the divine service; partly because it does not bring the children into relation with the life of the church, and does not sufficiently represent family religion; and partly because as a substitute for the church it tends to remove the church permanently out of the scheme of life. That is a procession of ill omen which marches through the streets of a Sunday morning when the children, dismissed from the school, pass the church doors and go home. They

are forming the habit of staying away from church.

The good Sunday School perceives that its function is to bring children into helpful relation with the church. Even those whose parents are indifferent are encouraged to attend the service. Some account is taken of their regularity and their reverent behavior. The aim of the school is to prepare the children for Christian usefulness. The parish of the near future is being trained in these classes. Citizenship is being Christianized. Young people are being brought forward into loyal membership in the religious society. If this is not the case, then the children had better be taken out of the school.

Happily, it is commonly the case. Much attention is being paid at the same time to efficiency of instruction. All the churches are engaged in the work of making the Sunday School better. If the teaching does not satisfy the critical parent, there is opportunity in most schools for the critical parent to come and help improve it.

The church and the Sunday School solve a great part of the problem of making the children's Sunday profitable. The reading

and study of the Bible are assisted by the need to prepare lessons. The best time for such preparation is Sunday afternoon or evening. The wise parent will assist in these exercises, reading and studying with the child, and finding abundant opportunity for that theological discussion to which many children are naturally inclined. The eternal questions will be asked, and may be answered. The simple ethics of daily life will be suggested by the conduct and misconduct of patriarchs and kings. The children will be encouraged by homely examples of the striving saints, falling into failure and getting out again.

Reading and walking are two of the most pleasant and profitable occupations of time for properly con-

structed persons. They are excellent features of the children's Sunday. If there is reading aloud in the family, so much the better. Much is gained, also, if the walking includes the parents with the children. The father who is busy all the week has here, on shining Sunday afternoons, an opportunity to become acquainted with his family. Out they go into the country roads, and find themselves in the aisles of that universal church whose



Photograph by Rev. William Harman van Allen
Fourteen-year old English Alice in Sunday School

dome of blue rests upon the round horizon. Not the preacher only, but the heavens also declare the glory of God. And these sermons are in a language which the children know by nature. Their pleasure in the fields is prayer and praise. And they know, — no matter what the higher critics say — that God walks beneath the trees.

Then if the day ends with the singing of hymns and the benediction of quiet music, it ends well. The children are better for it, and happier. It is the Lord's Day, — sacred to Him who took the very little children in His arms and blessed them, and who looked into the eyes of youth with sympathy and love.

THE CHILD

It was only the clinging touch
Of a child's hand in the street,
But it made the whole day sweet;
Caught, as he ran full-speed,
In my own stretched out to his need,
Caught, and saved from the fall,
As I held, for the moment's poise,
In my circling arms the whole boy's
Delicate slightness, warmed mould;
Mine, for an instant mine,
The sweetest thing the heart can divine,
More precious than fame or gold,
The crown of many joys,
Lay in my breast, all mine.

I was nothing to him;
He neither looked up nor spoke;
I never saw his eyes;
He was gone ere my mind awoke
From the action's quick surprise
With vision blurred and dim.

You say I ask too much:
It was only the clinging touch
Of a child in a city street;
It hath made the whole day sweet.

GEORGE EDWARD WOODBERRY.

SIMPLE SIMON

A BOY named Simon sojourned in a dale;
Some said that he was simple, but I'm sure
That he was nothing less than simon pure;
They thought him so because, forsooth, a whale
He tried to catch in Mother's water-pail.
Ah! little boy, timid, composed, demure, —
He had imagination. Yet endure
Defeat he could, for he of course did fail.
But there are Simons of a larger growth,
Who, too, in shallow waters fish for whales,
And when they fail they are "unfortunate."
If the small boy is simple, then are both,
And the big Simon more, who often rails
At what he calls ill luck or unkind fate.

HARRIET S. MORGRIDGE.

THE EDUCATION OF GIRLS

AND indeed, if there were to be any difference between a girl's education and a boy's, I should say that of the two the girl should be earlier led, as her intellect ripens faster, into deep and serious subjects: and that her range of literature should be, not more, but less frivolous; calculated to add the qualities of patience and seriousness to her natural poignancy of thought and quickness of wit; and also to keep her in a lofty and pure element of thought. I enter not now into any question of choice of books; only let us be sure that her books are not heaped up in her lap as they fall out of the package of the circulating library, wet with the last and lightest spray of the fountain of folly. — JOHN RUSKIN.

THE WIND AND THE SUN

THE Wind and the Sun had a dispute as to which of the two was the stronger; they agreed that the one should be called stronger who should first make a man in the road take off his cloak.

The Wind began to blow great guns, but the man only drew his cloak closer about him to keep out the cold. At length the gust was over.

Then the Sun took his turn. He shone, and it was warm and bright. The man opened his cloak, threw it back, and at last took it off, and lay down in the shade where it was cool.

So the Sun carried his point against the Wind.

This fable teaches that it is often easier to persuade men than it is to force them. — HORACE E. SCUDDER.

TOPICS FOR DISCUSSION

(The Editor suggests that the grown-up members of the family meet — either alone or with other subscribers in the neighborhood — at the end of each month; and discuss the topics given in the current issue of the magazine.)

I. HEALTH

- a. Do my children stand, walk, and sit correctly?
- b. Do they take cold easily?
- c. Am I teaching them, according to the advice of my family physician, how to take care of their bodies?

II. MENTAL TRAINING.

- a. Are my children's books interesting to them?
- b. Do I teach, as well as entertain them, by story-telling?
- c. Have they the best books; and do I tell them the best stories?

III. MORAL GUIDANCE.

- a. Is Sunday a happy day in my home?
- b. Does it help the children to "be good"?
- c. Do I lead, or do I drive children into right-doing.

LIST OF BOOKS FOR ADDITIONAL READING

(The Editor would advise that members of the course select from this list two or more books under each main topic; and read them at leisure.)

I. HEALTH.

1. "The Care of the Child in Health," by Nathan Oppenheim, A.B., M.D. (Macmillan Company.)

A most excellent book by the attending Physician of the Children's Department of Mount Sinai Hospital Dispensary. It deals simply but scientifically with the care of well children; giving full directions for properly clothing, feeding, and teaching good bodily habits to children.

2. "The Physical Nature of the Child," by Stuart H. Rowe, Ph.D. (Macmillan Company.)

A most valuable book, by the Head of the Department of Psychology and Principles of Education, in the Brooklyn Training School for Teachers. It deals scientifically with the child's growing body; and offers careful suggestions as to how to help it to grow normally.

3. "Preventable Diseases," by Dr. Woods Hutchinson. (Houghton Mifflin Company.)

One of Dr. Woods Hutchinson's best books. As its title suggests, it deals with the prevention of disease; giving explicit directions for keeping well.

4. "The Biography of a Baby," by Millicent W. Shinn. (Houghton Mifflin Company.)

A most interesting book about a baby; which every mother will enjoy reading, partly for the information it gives concerning the treatment of babies in general, but chiefly for the tender charm of its story.

5. "Tales of Laughter," edited by Kate Douglas Wiggin and Nora Archibald Smith. (Doubleday, Page & Company.)

A collection of stories for children; stories that healthy children will enjoy.

6. "The Mother's Manual," by Emelyn L. Coolidge, M.D. (A. S. Barnes & Company.)

A most valuable book. It is, as its name implies, a handbook for the mother.

II. MENTAL TRAINING.

1. "On the Training of Parents," by Ernest Hamlin Abbott. (Houghton Mifflin Company.)

An interesting and illuminating book. It aims to call to the attention of parents, the fact that they must train themselves, before they can train their children.

2. "A Study of Child Nature," by Elizabeth Harrison. (Chicago Kindergarten College.)

A most significant book. It is, true to its name, a real study of the nature of the little child. No mother should be without this book.

3. "The Training of the Human Plant," by Luther Burbank. (Century Company.)

A delightful and suggestive book. It urges that, as we obtain remarkable results from the training of plants, so may we from the training of human beings; — if we begin soon enough.

4. "The Children of the Future," by Nora Archibald Smith. (Houghton Mifflin Company.)

This useful little book contains many suggestions to mothers, as to how to persuade rather than to force their children to "be good."

5. "The Individual in the Making," by E. A. Kirkpatrick, B.S., M.Ph. (Houghton Mifflin Company.)

A book, which combines wide scholarship and human experience. It deals with the developing personality of the child; and offers suggestions to parents as to what to do in many a puzzled moment.

6. "Pinafore Palace, A Book of Rhymes for the Nursery," edited by Kate Douglas Wiggin and Nora Archibald Smith. (Doubleday, Page & Company.)

A book of nursery rhymes. Mothers by the use of this book will be able to teach their children, through the pleasant medium of play.

III. MORAL GUIDANCE.

1. "Ethics for Children," by Ella Lyman Cabot. (Houghton Mifflin Company.)

A simply written book of Ethics. In addition to directions to parents as to how to give to their children high ideals and persistency in trying to live up to them, it contains stories and poems of "golden deeds."

2. "Mother Carey's Chickens," by Kate Douglas Wiggin. (Houghton Mifflin Company.)

A delightful story of a mother and her "four children and a niece."

3. "The Training of Children in Religion," by George Hodges. (D. Appleton & Company.)

A most unique book. It will teach any one who reads it how to teach children to love God and their neighbors.

4. "Conduct as a Fine Art," by N. P. Gilman and E. P. Jackson. (Houghton Mifflin Company.)

A very useful book. It will be of especial service to the parents of older children.

5. "A Child's Guide to the Bible," by George Hodges. (Baker & Taylor Company.)

A book, intended primarily for children, but of equal importance to their parents.

6. "Golden Numbers," edited by Kate Douglas Wiggin and Nora Archibald Smith. (Doubleday, Page & Company.)

A book of selections from the poets. The mother will find in it, many verses, which, taught to her children, will help them to "be good."

THE EDITOR'S FIRESIDE

THIS, the first number of the HOME PROGRESS MAGAZINE, begins the first course, the Health, the Mental Training, and the Moral Guidance of Children.

The consideration of the first of the three main divisions of the course, Health, has to do, in this number, with the relation of the doctor to the home. Dr. Smith has prepared a most carefully scientific treatise, on the subject of the examination of the child's body by the mother. The article is illustrated with photographs made especially for that purpose, under the personal direction of Dr. Smith.

The editor would suggest that members of the course begin their work in it by reading the first two chapters of "The Handbook of Health"; making notes of such points in them as need further elucidation. Then, Dr. Smith's article should be read; following this, the editorial on "Appreciating the Doctor." When this reading has been done, members should turn to the "Topics for Discussion"; and read, and discuss, after the manner suggested in the editorial note preceding them, the topics under I.

A similar method of procedure should be followed with the second main subdivision, Mental Training. The first two chapters of "How to Tell Stories to Children" should be read, and notes taken of such matter in them as may seem to the member to need explanation. After which, Miss Brown's article, "The Book and the Child," should be

perused; then the editorial, "Teaching by Parables." Finally, the topics for discussion under II, should be used, according to the general suggestions made.

With the third main division, Moral Guidance, a similar plan is to be followed. The first two chapters of "As the Twig is Bent" should be read; next, Dean Hodges's article, "The Children's Sunday"; and following that, the editorial, "The Happy Sunday." Lastly, the topics for discussion under III should be employed according to the suggestions given. When all this has been fully accomplished by the member a letter might be written to the Editor, setting forth such questions, problems, and needs as the particular member may possess. The Editor stands, as it were, in the position of the professor towards her students. Having provided proper books, supplementary general comment upon the subjects with which they deal, it still remains for her to adapt, by personal conferences, the course to each individual member.

"The List of Books for Additional Reading" has a place in the course that in schools and colleges the shelf of selected books, labeled "Recommended Reading," holds. The Editor would advise that each member choose from this list two or more books under each of the three main topics, and read them at leisure.

The various reprints in the magazine are taken from the best literature of the world, and are chosen with a view to their relation to the

books used in the course, and the articles and editorials appearing in the particular number of the magazine. All of them are valuable for reading in the family circle.

Such new books are reviewed as are likely to throw further light on the course in the various stages of its development. Some of these are in the form of stories; some are poetry; and some biography.

We have called the movement Home Progress, in order to indicate its nature; as a course, it will progress; that is to say, the first month leads up to the second; the second up to the third; and thus onward and upward. The name has also a greater significance; — as the member progresses in it, so we hope that the home may progress through it.

OUR BOOK TABLE

LETTERS OF SARAH ORNE JEWETT

Edited by Mrs. James T. Fields

THOSE persons who knew and loved Miss Jewett through her published work will find in this book of selections from her personal correspondence a new light upon her mind and spirit. They will perceive that she was a reader of books before she was a writer of books; that, though she wrote but twenty books, she read perhaps more than twenty times that number during her lifetime. Her letters gleam and glow with enthusiasm about books; with love for books; and with illumined comment upon books.

Miss Jewett was a writer; she was a reader; and she was also a friend. Her letters bear beautiful witness to this. "If you would have a friend, be one," Emerson said. Miss Jewett was, in the deepest sense of the word, a friend; and she had many friends. Her kindness to them, her thoughtfulness for them, her belief in their best possibilities, shine in

her letters as they shone in her daily life.

Thoreau says somewhere, "I do not see that I can live tolerably without affection for nature. If I feel no softening towards the rocks, what do they signify!" Readers of Miss Jewett's books know something of her love for nature; upon reading her letters they will discover something still further. Just as in her stories one sees her public and impersonal interest in nature; so in her letters, one sees her private and personal feeling for it.

One might say much more, and still leave a great deal unsaid about this exquisite book. Fortunate are we that we possess it; and, especially, that we possess it as the gift of Mrs. Fields. No person has ever been more qualified to prepare a collection of letters than is Mrs. Fields to make ready for publication those of Miss Jewett. Mrs. Fields was the friend of her heart, of her mind, and of her soul. Most of the letters in the book are addressed to Mrs. Fields.

All writers, all readers, all lovers of nature, and, especially, all possessors of dear friends (and this is but another way of saying "everyone"), should read this book. (Houghton Mifflin Company. \$1.50 net. Postage extra.)

THE AUTOBIOGRAPHY OF AN
ELDERLY WOMAN

Anonymous

THIS is a book that will give all of us pause; whether we are old or young women. If elderly, we shall see expressed in it many a thing that we have ourselves silently felt. If we are young, we shall find ourselves a little surprised and a good deal more embarrassed.

Those of us who are young, and who have elderly women for friends, are accustomed to think of them as loving us, petting us, even admiring us; — but have we ever thought of them as laughing at us in their sleeves? We shall so think of them after we have read this book. If we are elderly women, and have young women in our families, whose too anxious care has made us restive, we shall, after reading this book, be more inclined to think rather less of their over-anxiousness and much more of their affectionate concern.

Indeed, this book is not only entertaining: it is most valuable, in that it draws older women and younger women more closely together. (Houghton Mifflin Company. \$1.25 net. Postage, 10cents.)

THE SECRET GARDEN

By Francis Hodgson Burnett

SELDOM have we read a lovelier story than this tale of Mary Lennox, Colin Craven, Dickon, and their grown-up associates. Mary is a sour, sickly, ugly little girl, who, at ten years of age, comes, an orphan, from India to live in England, on the edge of the Yorkshire moors. She has never liked any one and no one has ever liked her. Colin is a peevish, spoiled, lonely, invalid little boy who has always lived in Misselthwaite Manor, the home of his fathers. He has seldom been outdoors, and has had no child friends. Dickon is a child of the Moors; healthy, happy, and beloved of men, women, children, and even the wild birds and beasts.

How Mary finds the Secret Garden; how Dickon helps her make it "come alive again"; and how they both introduce Colin to it; and how, through it, Mary becomes sweet and strong, and even pretty; how Colin learns to live in the open air, and, ceasing to be an invalid, grows into a "well boy," — is told with all Mrs. Burnett's happy grace and sweetness.

Moreover, the book is as expressive as the Primavera of Botticelli of the tender and thrilling advent of Spring. No sick person could read this book without feeling better and happier; no well person could read it without a deep thanksgiving for the blessings of health and of joy in outdoor living. (F. A. Stokes & Co. \$1.35 net.)

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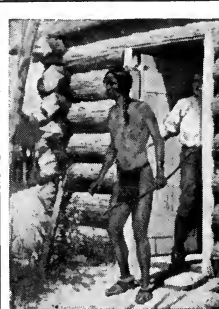
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HOME PROGRESS

COURSE 1

NUMBER 2

Published monthly, as part of the Home Progress Reading Courses, by Houghton Mifflin Company, Four Park Street, Boston, Massachusetts. Membership to the Home Progress Reading Courses, three dollars the course. Separate copies of the magazine, six issues to each course — twenty-five cents the copy.

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From a painting by T. G. Gatch, Liverpool

PAGEANT OF CHILDHOOD

HOME PROGRESS

PUBLISHED BY HOUGHTON MIFFLIN COMPANY, 4 PARK STREET, BOSTON,
MASSACHUSETTS, FOR THE HOME PROGRESS COURSES

BABY HYGIENE

In two parts

BY ARTHUR A. HOWARD, M.D.¹

Medical Director of the Milk and Baby Hygiene Association of Boston; Junior Assistant Visiting Physician,
Children's Hospital, Boston

PART I

The Importance of Practical Knowledge in the Care of the Infant

THE keen competition that to-day exists in professional and business life makes efficiency an indispensable factor in achieving success. Efficiency can only be obtained as the result of training.

The women who in increasing numbers are entering actively into public and professional life realize the need of a thorough knowledge of their chosen work, and do not fail to prepare themselves properly for it.

Can the same be said of the women who fill that highest and most responsible office — motherhood? The answer — much as we may regret to admit it — must be emphatically, No.

Every year there are in the United States nearly twice as many deaths among babies under one year of age as there are deaths from consumption. This frightful mortality of infants in the first year of

life is due to a large extent to the improper care and feeding which they receive from fond but ignorant mothers.

Grave apprehension may be entertained for the happiness of the home life of the woman who attempts to direct or personally perform the duties of the home, trusting to intuition to guide her, when a practical knowledge of domestic science is lacking. It is much more serious when a woman trusts to instinct in the safe guiding of her baby's health, where real knowledge is absolutely essential.

An Ounce of Prevention is worth a Pound of Cure

It is not our purpose to attempt to teach mothers how to treat sick babies. On the contrary, we wish to emphasize the importance of competent medical supervision not only at the first indication of illness but also when the baby is well. This is of the first importance.

¹ The writer wishes to acknowledge his indebtedness to Henry I. Bowditch, M.D., for suggestions in regard to this article, and for many of the illustrations used.

The medical profession is recognizing more and more fully the importance of preventive methods. The old maxim, "An ounce of prevention is worth a pound of cure," applies very aptly to sickness in general, and particularly to the case of the baby, who is extremely susceptible to slight changes in conditions.

The ounce of prevention is the intelligent mother's care, the supervision in health by the competent physician, and the prompt calling of the physician at the first ailing symptom. The pound of cure is unfortunately very unsatisfactory and extremely limited. Hence the importance of seeing that you do not give your baby short weight on the ounce of prevention.

Start Right—Develop Confidence in yourself and control your Baby

Doubtless it is natural that a mother, finding herself for the first time suddenly confronted with the responsibility of the care and supervision of her baby, should experience a feeling of panic and an exaggerated sense of helplessness and inefficiency. A general practical knowledge, — book knowledge, we will call it, — giving the mother a definite idea of what she is attempting to accomplish, will, I am sure, prove of material assistance in hastening the time when the young mother can care for her infant with a feeling of confidence and enjoyment.

Whether the mother personally is caring for her baby's wants, or has some one to aid her, makes but

little difference in the importance of this confidence and practical knowledge. The mother who is herself incompetent to manage her baby is also incompetent to direct some one else in this task.

Mothers, do not give in to the sense of fear and helplessness which the first crying spell of the baby tends to inspire. The baby is quickly influenced by the trembling, frightened attitude of the panic-stricken mother, and its own nervousness, irritability, and tendency to cry are intensified.

It is important for her own peace of mind as well as an aid in the management of the baby that the mother should quickly learn the significance of the different cries of her child.

The natural cry of the baby is strong and vigorous, and the infant gets red in the face with its efforts. This kind of a cry does the baby no harm and is good exercise for both lungs and body.

When a child cries from temper or because it is spoiled, it will cease to cry as soon as it has its own way, or the object desired is given to it. Do not satisfy this cry, or the child will soon learn to cry for everything it wishes, or fly into a temper for the sake of obtaining its purpose, and the mother will be very unhappy and a slave to the child's whims. These outbursts of temper are also distinctly bad for the baby's health, and for this reason alone must not be encouraged.

When a baby is ill, the cry is usually more feeble and fretful than the healthy natural cry. When due to pain, the cry is sharp and parox-



The Baby's bath — correctly and happily given.

ysmal in character. A careful investigation will frequently locate the cause of this cry. Look the baby over to see if a pin, a foreign object, a fold of clothing or a wet diaper are irritating the baby's sensitive skin. See that the hands and feet are not cold, and change the baby's position in case it may have become tired from remaining in the same attitude too long a time.

From the very beginning, deal with the baby gently but firmly, soothing and controlling it by your own calm, quiet manner. Success in controlling the baby means success in controlling the child, and both your comfort and that of the child are largely dependent on the early establishment of a quiet, firm ruling. Never lose sight of this important principle.

The Advice of Neighbors and So-called "Friends" Bad Medicine for the Baby

Every woman, and especially one who has had little or no experience in the management of children, or has half forgotten the experience of years ago, stands ready to advise the young mother about anything and everything concerning the baby. Each adviser is absolutely sure that she is right, and confident that she knows everything there is to know about a baby.

Unfortunately — and here, perhaps, the grandmothers are the worst offenders — these advisers are usually not content merely with the giving of advice, but are insistent on their advice being followed. Their stock argument, that they

have successfully brought up such and such a number of children, is convincing to their hearers as well as themselves, when too frequently their advice is entirely wrong, and as a matter of fact their children grew up in spite of rather than because of the care received.

The physician frequently sees babies, who were perfectly well or but slightly disturbed by some unimportant difficulty, made dangerously ill as the result of treatment advised by some incompetent but insistent neighbor. It is not uncommon to see a simple, harmless rash on a baby persistently treated by some fiery medicine, — because the medicine was said to have cured So-and-So of a similar trouble, — until the baby's sensitive flesh is actually raw and blistered.

If you have any doubt as to the worthlessness of the advice so generously and freely given by friends, relatives and neighbors, simply note the diversity of advice given by your various advisers in regard to any particular question.

Learn how to care properly for your baby and let this knowledge and the recognition of the importance of obtaining your advice from a competent physician be your guide in safeguarding your baby's health.

The Baby's Bath and how it Should be Given

The daily bath is an extremely important factor in keeping the infant in good health. The baby, unless suffering from skin trouble, illness, or extreme weakness, should be

bathed at least once each day and in very warm weather an extra bath or sponging is desirable.

The bath is best given in the morning and at least one hour after feeding. Select a room which is free from draughts and, if possible, bathe the baby before an open fire or a stove. The temperature of the room should be at least 70 degrees, and if the baby is very young a little higher temperature should be maintained. The temperature at which the bath should be given depends on the age and strength of the baby. At birth the temperature of the bath should be about 98 degrees. If the baby is well and strong the temperature may be reduced gradually about 3 degrees every three months until at one year of age the bath is given at 90 degrees. From the first to the second year the temperature may be lowered about 4 degrees, and by the time the child is three or four years of age it should enjoy a bath at 75 or 76 degrees and have the throat and chest sponged at the close of the bath with quite cool water. In testing the temperature of the bath it is much safer to use a bath thermometer which has a protecting wooden case that causes the thermometer to float, so that it is easily read, than it is to trust to the hand or elbow.

Before giving the bath see that you have within easy reach all the things you will need to use in giving the bath and dressing the baby. The articles you should have for bathing the baby properly are a basin with double compartments, or two basins, each filled with clean, warm water and each containing a



Drying the Baby's sensitive skin, carefully and thoroughly.

wash-cloth, — one for the face and head and the other for the body (sponges are undesirable; they cannot be readily cleaned except by boiling which spoils them); a bath-tub, a dish with boric solution, soap, cotton swabs, towels, safety-pins, the baby's clothing, and a bath thermometer.

The bath tub may be an ordinary tin or metal one, or a more elaborate and expensive rubber tub hung on a frame. The advantage of the rubber tub is that the frame raises the tub and makes stooping unnecessary; and it can be easily folded up when dry.

A rubber apron may be used by the mother to protect her clothing, and over this should be worn a "bath-apron." The "bath-apron" may be a crash towel folded in the

middle over a waistband, or the apron may be made of outing flannel. Have the baby wrapped in a blanket and placed in the lap. In bathing expose only the part being washed.

First, gently sponge and soap the face and head, rinsing off the soap with the clean water from the basin. Then, using the other cloth and basin, and exposing first one arm, then the other, and then the chest, soap the entire front of the body. Then turn the baby towards you and soap the back. Then, supporting the baby's back and head with the left hand, and grasping the feet with the right, place the baby in the tub and rinse off the soap. Do not leave the baby in the water except just long enough to rinse thoroughly.

On taking the baby out, cover at once with the blanket. Dry each part separately by patting with a towel rather than rubbing the baby's sensitive skin. Be careful to dry the skin thoroughly under the arms and in all the folds of the skin.

Then, keeping the baby well wrapped in the blanket, cleanse the eyes, ears, nose, and mouth with pieces of cotton dipped in the boric solution, discarding each piece of cotton after it has been used and always dipping a clean piece into the solution.

Use a mild soap in bathing the baby, such as Castile or a good French soap.

Always see that the baby's clothes are warm before putting them on,—it is a good plan to have them warming before the fire while baby is taking the bath.

Handling the Baby—The Proper Way—Jouncing and Tossing Harmful

Although the young baby does not respond to slight noises and should be accustomed to the ordinary sounds about the house, loud and unnecessary noise, jarring, and handling, should be avoided.

Remember that it is much more important that the baby should be quiet than it is that the curiosity of well-meaning friends should be satisfied with "just a peep at the baby"; or that they should have the satisfaction of "holding the little mite, just a minute." Let your friends think you eccentric, selfish,

or jealous, but do not sacrifice the baby. The baby should spend the greater part of its time in bed, but the position should be frequently changed so that it will not become tired, or the soft, easily moulded bones deformed. When it is necessary to lift the baby, grasp the clothing just below the feet with one hand, and place the other hand and arm under



Handling the Baby properly.

the baby's back, in such a way that its head, neck, and spine are supported.

While unnecessary handling is bad for the baby, tossing and jouncing are worse. It is apparently the most natural thing in the world for a mother to toss, jounce, and generally mistreat her baby, the instant it cries. Just imagine, mothers, a giant seizing you and tossing and jouncing you, with frequent slaps on the back. Even if in the best of health the sen-

sation would be far from enjoyable, and if you had a headache or stomachache, you would think yourself most cruelly treated.

The baby is not any different from you, except more delicate and sensitive. The jouncing of the tiny brain and the strain on the eyes and nervous system from the tossing and change of position are distinctly harmful.

This practice is also one of the most common causes of vomiting in babies. A perfectly healthy baby will often vomit, if tossed and handled soon after its meal, and if continued, the stomach may become upset and the trouble become chronic so that the baby cannot retain its food even when it is not handled.

Do not subject your helpless baby to treatment that you yourself could not endure.

The Baby's Clothes

The baby's clothes should combine lightness with warmth, should not be cumbersome, and should not restrain the infant from perfect freedom of motion.

The baby's body, being small, loses its warmth and becomes

chilled more rapidly than does that of an adult. For this reason the baby should wear clothing which keeps the body warmth in and the surrounding cold out. The materials which best do this are silk and wool.

Undergarments made of mixed silk and wool are very desirable as they are light, warm, and if properly made, do not restrain the child's activity. Silk and wool, with silk and cotton as a second choice, are the best undergarments for all the yearround wear. By using these constantly, and by removing or adding outer clothing as the thermometer rises or falls, the baby can be suitably dressed for all existing weather conditions.

Most infants are overdressed, with one bulky garment after another piled on; this tends to limit freedom of arms, legs, and respiratory apparatus. Unless these extra garments are made of proper materials, the baby will not be as warm as with the light silk and wool garments; if the overdressing is done with really warm clothing, the baby is kept too warm, and is made delicate and subject to colds.

During the first two weeks of life,



The right way to put on the Baby's clothes — not over Baby's head.

it is well for the baby to have a flannel band for the abdomen. This band should be about six inches in width and long enough to encircle the abdomen, and lap sufficiently to allow for convenient pinning.

After the first two weeks, this flannel band may be replaced by a loose-fitting band of silk and wool material which has shoulder straps. The advantage of using this garment over that of the long continued use of the binder, is that the abdomen is protected just as effectually, and the pressure which the binder produces, and which weakens the abdominal muscles, is avoided.

The baby's shirt, which should also be of silk and wool, may, from the first, be short with long sleeves. Some prefer a long shirt, about as long as the long dress, for the use of the young infant, changing to the short shirt when the baby begins to creep and short clothes are adopted. There is no objection to a shirt of this kind, which can be made of the same material and usually opens in the back; but it is soon outgrown and then a new outfit must be provided.

The petticoat, which is worn long by the young baby, and correspondingly short when the baby begins to creep, should be of medium weight outing flannel for winter use. In summer, it may be omitted entirely, or a light cotton or muslin petticoat used, according to the weather conditions.

The baby's dress can, for all seasons of the year, be of light weight, cotton being perfectly satisfactory.

When the infant is in long dresses,

stockings are unnecessary, although there is no objection to little socks being worn. As the child grows older and short dresses are worn, the baby's feet and legs should be protected by long, soft woolen stockings. The practice of exposing the legs of small children by the use of short socks is very bad, especially in a northern climate where there are sudden changes in the weather.

During the first year, the baby should wear soft-soled shoes. Then light-soled shoes, with slightly elevated heels should be worn. Be sure the shoe is large enough for the baby's foot and that the toe is good and broad.

The baby's night-dress should be made of light flannel for cool weather, with the shoulder-strap band worn in addition in very cold weather. In warm weather a little cotton night-dress may be worn with or without the band, according to the degree of heat.

Rolls of soft absorbent gauze may be used in place of the ordinary diaper; the advantage of this material being that it is not as bulky as an ordinary diaper, and is so inexpensive that it may be destroyed as soon as soiled. If the ordinary diaper is used, this gauze, placed in the diaper, will save considerable labor in diaper washing.

The outdoor garments for the infant should vary according to the weather. For the young infant, a Baby Bunting garment is very good. This is made of eiderdown, and lined with outing flannel. The hood may be attached to the body of the garment, or made separate with a cape to protect the neck.

Bonnets may be made of lawn for summer wear; Baby Bunting bonnets with capes are best for winter.

An excellent out-of-door garment for sleeping purposes, especially for the young infant, is a sleeping bag. This may best be made from single-faced eiderdown, and lined with outing flannel. Two pieces of the

eiderdown, lined with outing flannel, about one half yard wide, and three fourths yard to a yard long, simply sewed together, with the upper corners rounded and gathered and a little slit cut at the top, are all that is necessary to make this simple, but effectual sleeping garment.

INFANT JOY

"I have no name,
I am but two days old."
What shall I call thee?
"I happy am,
Joy is my name."
Sweet joy befall thee!

Pretty joy!
Sweet Joy, but two days old,
Sweet Joy I call thee:
Thou dost smile,
I sing the while;
Sweet joy befall thee!

WILLIAM BLAKE.

THE CRAB AND ITS MOTHER

ONE fine day two Crabs came out from their home to take a stroll on the sand. "Child," said the mother, "you are walking very ungracefully. You should accustom yourself to walking straight forward without

twisting from side to side."

"Pray, mother," said the young one, "do but set the example yourself, and I will follow you!" — ÆSOP.

KEEPING YOUNG

ARE we not always in youth so long as we face heaven? We may

always live in the morning of our days. — HENRY D. THOREAU.

ACROSS THE BORDER

Where all the trees bear golden flowers,
 And all the birds are white;
 Where fairy folk in dancing hours
 Burn stars for candlelight;

Where every wind and leaf can talk,
 But no man understand
 Save one whose child-feet chanced to walk
 Green paths of fairyland;

I followed two swift silver wings;
 I stalked a roving song;
 I startled shining, silent things;
 I wandered all day long.

But when it seemed the shadowy hours
 Whispered of soft-foot night,
 I crept home to sweet common flowers,
 Brown birds, and candlelight.

SOPHIE JEWETT.

THE FIRST BAWBLES OF CHILDHOOD

WHAT art can paint or gild any object in after-life with the glow which Nature gives to the first bawbles of childhood! St. Peter's cannot have the magical power over us that the red and gold covers of our first picture book possessed. How the imagination cleaves to the warm glories of that tinsel even now! What entertainments make every day bright and short for the fine freshman! The street is old as Nature; the persons all have their sacredness. His imaginative life dresses all things in their best. His fears adorn the dark parts with poetry. He has heard of wild horses and of bad boys, and with a pleasing

terror he watches at his gate for the passing of those varieties of each species. The first ride into the country, the first bath in running water, the first time the skates are put on, the first game out-of-doors in moonlight, the books of the nursery, are new chapters of joy.

And so by beautiful traits, which, without art, yet seem the masterpiece of wisdom, provoking the love that watches and educates him, the little pilgrim prosecutes the journey through nature which he has thus gayly begun. He grows up the ornament and joy of the house, which rings to his glee, to rosy boyhood.

— RALPH WALDO EMERSON.



Feast of St. Nicholas, by Jan Steen, Amsterdam.

PICTURES FOR CHILDREN

BY JULIA DE WOLF ADDISON

ALL children love pictures. Childhood, whether of the individual or of a race, delights in portrayals of objects by means of line, color, and mass. The river-drift man, — the race-infant, — studying his etched reindeer, or the tiny child sitting up in bed chuckling over Struwpeter, experiences the same pleasure in recognizing a pictured representation

of something familiar or something striking. Anything as inherent and inevitable as the enjoyment of pictures ought to be recognized as a quality to cultivate, so that this joy may be guided intelligently and with educational result; for, like any other enjoyment, the more mental appreciation there is, the more satisfying it becomes.

Teachers, and those who make education their profession, have done much to interest children in good pictures. Of course there are several kinds of interest connected with all pictures. We all know that these features appeal in different degrees to different temperaments. One person stands before a painting and the first question is, "What does it represent?" The subject is of primary importance to such an one. Another observer will say "What a delightful composition!" and will not be at all concerned as to whether it represents a railway or a sunset, so long as the effect of the balance of values, light, and shade is harmonious. Color-schemes appeal to others, and so on; pictures are admired for so many qualities that it is difficult to say which is really of chief importance.

At first, I think, a child observes principally the subject. The pictures that appeal to little children are usually pictures of other little children. It is customary to hang in the nursery many pictures of children. Often one sees two little simpering Greuze heads, and a couple of the angelic Cupids of Bouguereau. These are all very well, but have you ever seen a nursery hung all around with little quaint portraits of children, selected from the various galleries of the world? Easily the most familiar is Baby Stuart. Equally sweet, however, though seldom seen, is the infant Prince of Urbino, by Baroccio, in the Pitti Palace. Stiff with gorgeousness, in embroidered and beaded satins, he lies on his side in a hard-looking velvet-covered cradle. I recall another little portrait in

the same collection, of Prince Leopold de Medici, by Tiberio Tito. The baby lies on its satin pillow, with a coverlet of golden embroidery thrown carelessly over him. He seems to be rather a stolid little person, with bare arms, and every appearance of nudity continuing under the gorgeous counterpane. His little bare feet protrude in a nerveless way, and the whole child suggests placid contentment. No little child will ever pass him by without an appreciative look. While we are mentioning recumbent children of an elder day, let me also call attention to a more modern painting in the Luxembourg, in Paris, *L'Enfant Abandonné*, by L. Deschamps. Nothing could be more pathetic than those short, helpless, aimlessly quivering arms as the tiny figure lies alone in the outer world. And surely there is no need to put in a plea for the smug Dutch baby sitting on her little chair with a tray to keep her from falling forward, which greets one in the Antwerp Gallery.¹ This picture is by Cornelis de Vos, and has much fascination for small children. So also has that erect little lace-trimmed baby in its nurse's arms, smiling so mischievously from the canvas of Franz Hals.

The charm of all these pictures is, first and foremost, that they cultivate in children two attributes which are seldom sufficiently considered in education, but which I think almost as important as better recognized virtues — the sense of humor and the appreciation of quaintness. A child does not know what gives it such joy in these little

¹ See cover design.

stiff "old masters," but children are as tinder to the inexpressible message of the quaint; their love for the grotesque is well recognized, and they only need to see these little naïve people to love them. The cultivation of both of these senses will afford unlimited enjoyment as the child grows older. Very young children can enjoy pictures with interesting qualities if their attention is only called to them, just as well as they can the golden-haired pink-cheeked cherubs on candy-boxes. So much for the earliest appeal of all.

Perhaps the next step in a child's pictorial preferences will be for Madonnas — mothers with babies in their arms; usually there is also a slight awakening of the normal religious sense, which adds to the attractions of these pictures. Children always see many Madonnas. There are certain favorites that no child could escape unless it took to

a desolate island. When a picture is such a universal favorite with young and old, it makes us look for the reason. The Madonna of the Chair, by Raphael, for instance, is the embodiment of the sweet, genial, cuddling relations between the mother and the child. The appeal is absolutely primal and instinctive. It is admitted to have all the necessary elements of a popular picture. But I think the impression made by the Sistine Madonna is more intellectual. Here the mother does not dwell so much on her own enjoyment, but holds up to the world an ideal — a child to inspire in other children a sort of hero-worship; a child whose starry eyes beam with nobility and dominant grace. I am glad when any child has a really good photograph of the infant Christ from the Sistine Madonna.

But these chief favorites will be seen in any case. Let us turn to the



Finding of St. George. — Liverpool.

possibilities of some of the Madonnas that few children ever see. How many of us were early familiar with the fascinating Crivelli in the National Gallery in London? In this picture the very human little baby rests sitting forward over its mother's arm; he is tired, and is taking a little nap, and she is supporting his chin with one hand, while with the other she pulls a scarf up over his little rounded back. Every nursery reproduces this attitude a hundred times!

As the children grow older, hero-worship asserts itself, and one finds developing a taste for historical scenes, battles, and pictures which illustrate brave deeds. At first there is a marked preference for children rescued by faithful dogs, followed by an admiration for representations of early deaths on battlefields, or drummer boys marching forth to war. The old picture of Yankee Doodle, in Marblehead, is familiar to many children, — the grandfather, father, and little boy, all going off to fight for their country. Hard would be the youthful heart which did not give an extra throb when the eyes met those of the gallant youngster.

But in many a picture less well known there is even more food for reflection and thought. I recall, in the Liverpool Gallery, the sweet figure of the little Charles standing before Cromwell, being questioned by the great general about his unfortunate father, the king, — "When did you see your father last?" is the question. The expression on the face of Cromwell is wonderful. He feels the cruel necessity of preying

upon the innocent truthfulness of childhood, and there is an infinite compassion on his usually stern visage. The noble figure of the little boy, and the terrified women in the background, all contribute to the dramatic power of the scene. Any child will enter into the spirit of it at once.

While boys are delighting in patriotic and historic scenes, little girls are frequently more attracted by the charming pictures of domestic life. The somewhat sentimental and obvious charms of the pictures of Meyer von Bremen and many of the English artists of the Victorian period are often regarded as sufficient for this demand. Dutch pictures are particularly "cozy" in sentiment when they portray the naïve home life of the Netherlands. There is an exquisite Pieter de Hooch in the National Gallery in London, representing simply a little paved courtyard, with a mother and child coming forward, talking together. Look at it, and see if it does not embody all the delights of friendly chat on the way home.

The curious little painting in Antwerp of a golf player of the fifteenth century shows an early form of the "sporting subject," and illustrates the exigencies of inapt costume which had to be met by children with athletic tendencies in that period!

Sentimental subjects are frequently attractive but seldom educational to children. I should eliminate as far as possible all pictures in which affectation of any sort plays a part. If I had space here

to catalogue some of the pictures I mean, it might cause surprise.

Another picture, in which that welcome sense of coziness is felt, is the Feast of St. Nicholas, by Jan Steen, at Amsterdam. The gleeful little good girl, and the weeping little naughty boy, who has found a switch in his shoe instead of a present, will cause thrills of sympathy in every childish heart.

Idealism, too, is a strong factor in the tastes of children, and pictures that stimulate the imagination instead of portraying facts, are high in favor. The painting by Richard Jack, "I do believe in fairies!" appeared in the Academy a few years ago. Now it has an international reputation, and probably largely because no child failed to exclaim with delight upon

seeing it. No selection that I can think of embodies this ideal element better than the Pageant of Childhood at Liverpool. The same cerebration that caused Barrie to write "Peter Pan" inspired the artist, T. C. Gotch, to paint this picture. I wish every one who goes through Liverpool would stop and visit the Walker Gallery. Besides the numerous examples of the best English art for persons of every age, there are many pictures there to interest children. For instance, The Tri-

umph of the Innocents, by Holman Hunt, is very interesting and imaginative. It is a scene on the Flight into Egypt, with the central figures surrounded by visions of the murdered babes, to whom the infant Christ holds out a little palm branch, he being evidently the only one of the three to see this angelic host. Then, if one is of an age to appreciate the higher sentiment, what more charming example could be pre-

sented than Henry Holiday's Meeting of Dante and Beatrice? One of the Family, by F. G. Cotman, — the horse pushing his head in at the cottage window to join the family at dinner, — is amusing. Sir E. F. Poynter's Faithful unto Death represents the Roman guard on duty at Pompeii, standing with clenched hands and agonized eyes, firm

at his post, in the red glare and fire descending from Vesuvius.

Delightfully decorative (in this same collection) are the mediæval youths and maidens in G. B. Boughton's The Road to Camelot; and the scene in a Spanish nobleman's house, where the little boy's attention is being directed to The Ancestor on the Tapestry, has much charm. One of the most interesting pictures in Liverpool is the Finding of St. George, where the little child, lying in the furrows of



Golf player of the fifteenth century.—Antwerp.

a ploughed field, is discovered, as told in the well-known legend.

In the Boston Art Museum there are some pictures which every child in the city should see. The dear serious face of Whistler's Little Rose of Lyme Regis is among these; and Velasquez's Don Balthasar with his Dwarf is equal to almost any picture in a Continental collection by this great Spanish genius. Nearer our own time and place is the Family of Copley, which is also a great favorite.

One could enumerate, gallery after gallery, the educational and enchanting paintings that would appeal to children. Especially in the Luxembourg there are many. At this moment one particularly stands out in my mind, *La Crêpuscule*, by Chabas. No child who has ever been in bathing can fail to appreciate the feelings of this little slender nude girl, standing, in the deepening evening shades, knee-

deep in the water of the sea, hesitating before the plunge! The whole composition is full of tentative shivering anticipation.

It is hard to know where to stop in mentioning the thousands of pictures so admirably adapted to teach and suggest good things to children; one constantly comes upon them in the provincial galleries of France and in many minor collections. But the few that I have had space to describe are only an earnest of the infinite possibilities in this direction, and I hope that all persons who are interested in directing the eager and easily gratified tastes of children may pursue the right paths, and find out for themselves how often the mind of the artist has agreed with that of the child. These two — the child and the artist — are living interpretations of the greatness of simplicity — and the simplicity of greatness.

THE LITTLE DREAMER

A little boy was dreaming,
Upon his nurse's lap,
That the pins fell out of all the stars,
And the stars fell into his cap.

So, when his dream was over,
What should that little boy do?
Why, he went and looked inside his cap,
And found it was n't true.

Nursery Nonsense.

THE MOTHER'S DUTY

Never to tire, never to grow cold; to be patient, sympathetic, tender; to look for the budding flower and the opening plant; to hope always; like God, to love always, — this is her duty.—AMIEL.

CLOTHING THE CHILDREN

Most of us, whether we have babies of our own or not, devote some portion of our time to making baby clothes. We make them for our own use, or we make them for the use of our friends. The fashion books are full of charming patterns for constructing such garments, and of delightful suggestions for embellishing them. The shops are as full of exquisite muslins, laces, embroideries, and "baby ribbons," for our use when we desire to make baby clothes.

Most of us employ to the fullest extent these various aids to an infant's wardrobe.

Perhaps we cannot expect women who have no children to know any better than to make dolls' clothes for babies. Ought we not, however, to expect mothers to be wiser? Sometimes they are; just as often they are not. Pride in the baby, and a desire to have it "look pretty," lead many an otherwise sensible woman to folly in this particular.

No mother need fear that her baby, simply attired, will not "look pretty." A healthy little baby never looks prettier than when, rosy from its bath, satisfied with its food, it lies quietly in its cradle dressed in simple clothes.

In England, it is the custom, not only for grown persons, but also for children, to wear slippers in the house. English children, as well as English grown-ups, wear shoes as we in America wear rubbers, only

out of doors. This is not only a more comfortable custom with regard to foot-wear than ours, but it is also more healthful. The streets and sidewalks, and even the yards, are dusty. This dust, full of germs as it is, should not be tracked all over the house. We would do well, in the interests of preventive medicine, to provide slippers for our children; and to insist upon the wearing of them in the house. It is less trouble to change from shoes to slippers, even three or four times a day, than it is to cure an illness, the germ of which may have been brought into the nursery on the soles of the children's shoes.

Out West, on a prairie ranch, where the thermometer sometimes goes to 40 below zero, I once saw, in midwinter, two little girls dressed in blue linen sailor suits. "Are the children warm enough, do you think?" I asked their mother. By way of reply she lifted up the skirt of one little tot, and showed me, underneath the blue linen sailor suit, a plainly made woolen slip; under this, a pair of heavy bloomers. "I like the appearance of the sailor suit better than that of a high-necked, long-sleeved apron," she said; "so I use sailor suits instead of aprons."

This plan might be followed even in milder climates, which still are not really mild enough for the wearing in winter of thin dresses by children.

EDITORIALS

ON "HOME PROGRESS"

IN the first number of HOME PROGRESS, we spoke, under this title, on the subject of education in the home, and of the degree to which parents might fit themselves for their part in it by reading; especially, reading under trained direction; — reading the best books and the best magazines. We would speak now about the making of reading more useful by discussing with others the things read.

In each number of the HOME PROGRESS MAGAZINE we give carefully considered "Topics for Discussion"; three topics under each one of the three main divisions of the course. In the Editorial Note preceding them, the Editor suggests that the grown-up members of the family taking HOME PROGRESS, meet — either alone, or with other subscribers in the neighborhood — at the end of each month, and discuss these topics. We feel that no part of the course is of more importance than this.

This month, under "Health," the three topics have to do with the care of the young baby: — the first with its bath, the second with its clothes, and the third with its handling. Subscribers who are mothers of young babies, and who live in the same neighborhood, might with advantage so arrange the hours for bathing their babies that they could "take turns" seeing one another do it. In this way, they may increase their knowledge of

this most important subject by actual observation under conditions in which a frank and equal discussion is possible. Similarly, they might examine in turn the garments of one another's infant children. Also, they might to great advantage discuss with one another methods of handling their babies; and of keeping them contentedly quiet.

The topics under the two other divisions may be discussed with as good results, and as much pleasure. Indeed, from discussion, we may all obtain quite as much pleasure as we do profit. As Stevenson once said, "Nothing so promotes true neighborliness as an animated discussion of a subject in which all concerned are deeply and mutually interested."

A LIVE DOLL

It is a significant circumstance that in very nearly every article or book written by a physician or a nurse on the subject of a young baby, an almost disproportionate use of space is given to pointing out to parents the fact that an infant should not be used as a toy. How strange it is that insistence upon this so self-evident truth should be necessary!

In a recent magazine, there appeared a picture of a little girl turning away from the dolls in the toy shop, and saying to an aunt who had offered to buy one for her: "It is n't necessary, auntie; I have a live doll at home now, — my new baby sister." This attitude of mind toward a new baby is not confined

to children. Parents, grandparents, friends, and neighbors are apt to regard the little baby as a live doll with which they would fain play.

Certainly, there is no such lovely toy in the world; and there is no occupation in the world more delightful than playing with it. What a pleasant thing it is to make its little clothes; what a still pleasanter thing to dress it in them! The pleasantest thing of all is to fondle it, and "show it off," after it is bedecked in its ribbons and laces and fine embroidery. Small wonder that we all like to do this.

The amazing thing is, that we allow ourselves to do it, when any physician and any nurse can tell us, and every physician and every nurse does tell us, that it is "bad for the baby." Indeed, they will go on to say that it is the very worst method of procedure we can possibly adopt with a young child.

It is not necessary to repeat here the reasons why we should not regard the baby as a live doll. Those reasons are too familiar to need reiteration. We can only urge the subscribers to "Home Progress" to set a good example to their neighbors by denying themselves the happiness of playing with babies, either their own or those of their friends.

THE LANGUAGE OF PICTURES

IN providing books for children, we would not, even if we could find it, choose one that was written in ungrammatical, silly, or vulgar language. Why are we less careful with

regard to the pictures that come into the hands of our children?

Pictures have a language as well as books. Children are as much influenced by it as they are by that of books. So unconsidering of this are we that, though we do not allow them to read the sensational pages of the newspaper, we put into their hands the Sunday supplement. We do not permit them to read lurid stories; but we put on the walls of their nurseries gaudy posters.

The best pictures in the world are within the reach of all of us; even those of us who must count our pennies. Indeed, for only one penny, we can obtain a print of almost any great and famous picture in the world. Let us choose such pictures for our children. The five cents we might spend for a Sunday paper with its colored supplement, let us use for the purchase of five penny copies of five of the best pictures in the world. Not only on Sunday morning, but for many days after, these pictures will delight our children. Moreover, in them they will read, as it were, the best stories, written in the best style.

"NAUGHTY" OR "TROUBLESOME"

ONE of the problems which parents are at some loss to solve is: What to do when a child misbehaves in public. For instance, when a visitor is present, and a child shows some disinclination to obey a specific command from his mother, shall his mother insist upon his obedience; or, in order to avoid a possible scene, shall she let the child follow his own

desire? This, surely, would be the simpler and pleasanter method for every one concerned. But is it just to the child? Ought he not, for his own sake, to be made to do what is right, even though it cause discomfort to his mother and her guest?

Another problem that confronts parents is: Are children "naughty" when they are "troublesome"? We have heard of the artist whose little daughter, having learned in kindergarten that she should "help" father and mother, spoiled his best picture by putting on it daubs of bright red, blue, and yellow, from her own little paint box. "I wanted to help father with his picture!" she said in reply to the scoldings heaped upon her. Children tear their

clothes, scratch the furniture, break the dishes, and do many another "troublesome" thing. They must be trained not to do these things; but they should not be punished for doing them. Children who do such acts are not "naughty." They may, on the contrary, be very "good."

It was an old-fashioned idea, — the idea that children should be seen and not heard; and that when they were heard they were to be punished. By all means, by every means, we must so train our children that they may become good men and women. Our care should be to distinguish between those of their actions which are "naughty" and those which are only "troublesome."

MEMORIES

Two things there are with Memory will abide,
 Whatever else befall, while life flows by:
 That soft cold hand-touch at the altar side;
 The thrill that shook you at your child's first cry.

THOMAS BAILEY ALDRICH.

THE TRAINING OF THE CHILD'S SENSES

Most of you are familiar with the old Greek story of Perseus, — how, when commanded by the king to bring the head of the slain Medusa to the court, the wise young Perseus took with him a bright and shining shield in which he could see reflected the image of the terrible Gorgon, without himself coming in personal contact with her, for well he knew fatal to him would be that contact. The legend tells us that he thereby returned triumphant to court, having destroyed the destroyer.

Make your child realize that to use what is unripe is contrary to nature in all relations and conditions of life. If you do this, you will be really, as a mother, one of the greatest benefactors of the human race. He must go out into the world and fight his battles alone; but you can arm him with the armor of good habits, place upon his head the helmet of rational self-determination, put into his hand the sword of aspiration, and, above all, give to him the shield of faith and reverence. — ELIZABETH HARRISON.



Children in "The Little Pilgrim and the Book Beloved," a play for Sunday-schools by Marie E. J. Hobart.
Performed by Sunday-school children of many denominations.

THE SECRET OF THE MORAL TRAINING OF CHILDREN

BY J. EDGAR PARK

PROBABLY the only way you can do people any real good is to get their great-grandparents into the primary department of your Sunday School. Morals and Californian redwood forests and languages and liturgies all exist in that world where a thousand years is as one day.

In the School of the Universe the pupils are races, not individuals. With all our faults and virtues, we parents are just the last edition but one of our ancestors. These later editions differ essentially from the

previous ones probably only in a couple of new sections, or a few verbal emendations in the family grammar. They include for good or evil the net result of every edition since the first. It is not, indeed, so much the naughtiness of our ancestors as their goodness that enrages me. I can forgive them the naughty streak we all have in us, but I can hardly forgive them for the way they taught their children to be good. My greatest objection to the parents of the past is that so

many of them allowed themselves to believe that their own comfort and their children's morality were one and the same thing. If the adults in any home enjoyed comfortable peace, that showed that the children in that home were good. The world exists for adults, they thought. Children are interlopers at the best; goodness for them consists largely in the recognition of this fact. Morality for children consists in silence before their elders and in unquestioning obedience to adult commands. Canon Ainger when a small boy preached his first sermon to children. He summed up in it this view of morality which was learned so well by every child, when he took for his text the words from some unfamiliar passage of Holy Writ, "Do sit still and keep quiet!"

That such an absolute misunderstanding of the golden age of life should be possible seems to us almost incredible. We have ceased patronizing children. It is the age of the child: your solemn stupid grown-up is the only true interloper. A sense of humor has returned to us, and we adults all recognize now



Photograph by Alice Austin.

In the infant class.

with laughter that children have far more of the essential things of life to teach us than we have to teach them.

How the angels must have blasphemed over the morally improving lesson books of the past! Here is "The Children's Friend" for 1787, which tells us of Robin, aged six, whose activity had in some way made his parents feel uncomfortable, so that his father said of

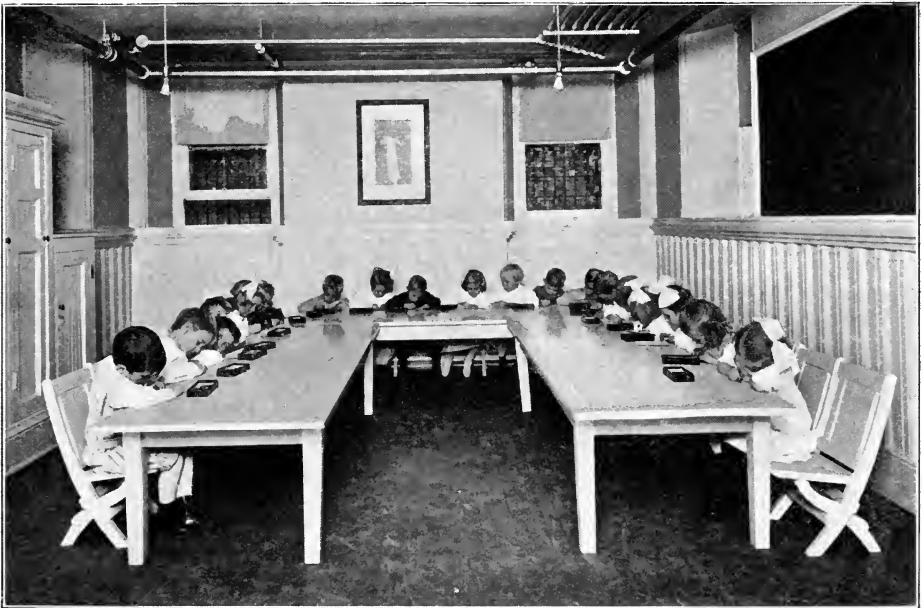
him: "His principles are quite corrupt, every one will hate him utterly, and not a soul assist him in his need. He will commit some wicked action, and be punished for it by his country. God grant I may be dead before this comes to pass!" Janeway, another moral instructor of the same age, suggests to parents, "Put your children upon learning their catechism and the Scriptures and getting to pray and weep by themselves." Janeway also adds, by way of encouragement in this course: "Your child is never too little to go to hell." The mother of the Wesleys was perhaps the champion moral trainer of children in this respect. She felt it was their duty to leave their elders

in peace, and so she tells us that her children "were taught when turned a year old (and some before) to fear the rod and cry softly." She does not add, however, that a majority of her nineteen children were wicked enough to thwart that stern discipline by succumbing to it in their early years. Only six survived it. But in spite of this erroneous idea that the comfort of the parents is the measure of the morality of the children, it is interesting to find that practically every biography of every great human being which comes to light begins with the tale of worried and bewildered parents. We must all sympathize with Mark Twain's pious mother, whose son Samuel, as she said, "gave her more trouble than all the other children put together," when she found that her son's highest feelings about the sanctuary were that "church ain't

worth shucks, but it's better than goin' to school."

Mistral's poor mother had to fish him out three times in one day from the same pond where the lilies grew, and clothe him each time in a clean suit of clothes and make him promise each time not to go near the lilies again. At the opening of the biography of practically every great soul there is the self-same picture of the anxious, tear-stained faces of the parents full of reproach and suffering, as the mother says to her strangely acting child: "Son, why hast thou thus dealt with us? Behold thy father and I have sought thee sorrowing."

But if we dismiss this idea that the moral training of children consists in the enforcement of rules for making their elders comfortable, what is the true principle for the moral education of children to-day?



Kindergarten of a Sunday-school in Poughkeepsie, New York.

It is a hard one. It does not tend to comfortable afternoon naps and serious grown-up talks at meal-times. It is that you should love your children. I admit, it is hard to do. I often pity a mother as I see her with her first baby girl. How hard it is going to be for her to get to like that child. Oh, the tootsy-wootsy stage is mostly cuddly and physical and easy. But when it comes to *l'enfant terrible* stage, to the gawky, self-sufficient, cruel, slangy, high-school stage, to the silly, sentimental, secretive stage, is she really going to be able to like that girl, to love her? For the only way races can be trained morally is by love between individuals. The problem for us parents is how to keep friends with our children. The highest compliment I ever saw paid by a son to his father was paid a little while ago at a wedding, where a son chose his own father as best man, saying that he knew no one else with whom he was more chummy and for whom he felt more of the spirit of comradeship.

The greatest problem in the moral education of children to-day is the selfishness of parents. They do not like their children enough to be friends with them. They shirk the anxiety and responsibility of loving. Men want to play golf with other Olympians on Saturday afternoons instead of playing Indians with George and Harry. Women want to read the last best seller to themselves instead of reading Peter Rabbit to the little toddler, who is sent back to the nursery to play with the everlasting blocks.

A plaything is something you can take up and throw down as it suits your caprice and humor; you take good care of it because of the pride and joy you have in it and the pleasure it gives you; and children do make such bright, sweet, pretty, living dollies!

But a real friend is one who can never make too many demands upon your time or patience. You are the life of your friend's life. You influence him by taking into your mind his ideas, by trying to understand them and in so doing modifying them. He then takes your modifications back again into his world and views them from his point of view, so modifying them again, and so on *ad infinitum*. And the process is love, and the product is truth.

The greatest stroke of luck that could ever fall upon any ordinary, stock, shop-soiled adult would be to be really the confidant and friend of a little two or three year old boy or girl. To be able to be this is the consummation of all literature and all art and all knowledge.

Better than all mere pictures or poetry or music is this glimpse into the primeval, into the race-consciousness, into the heart of the budding flower, which is the very source of all the beauty and glory of the world.

You will understand, then, that the reason that your little boy kicked the hole in the lawn was not that he was a "spiteful little brute," but that when he did it he "was a horse," and you will modify this idea of his with one of your own as to the unsuitability of the lawn as a place for hitching horses.

You will not recognize the straight honest lie your little girl tells you, looking you full in the face, as a proof that "no child is too young to go to hell," but you will try to enter into the poetical logic of her reading of the situation, and wonder, when all is said, whether she was not nearer the truth than you were.

Ah, the only real problem in the whole situation is this: How can we grown-ups keep our membership in both organizations, that of "The Toilers," and that of "The Children"? How can we be efficient servants of our own day and also

friends of the new day, capable of being both J. Jones, Esq., and "a big black bear"? Probably your occasional identity with the latter terrifying delight of childhood will be the only fact about you that will get you into heaven.

Don't be solemn. Don't be staid and conventional. Get off your pedestal. Fool a little. Love much. And away down the page of history, sometime, somewhere, there will appear grand-children who will be great because, however far removed from you, they are still your great-grand-children.

A, B, C

By Alpine lake, 'neath shady rock,
The herd-boy knelt beside his flock,
And softly told, with pious air,
His alphabet as evening prayer.

Unseen, his pastor lingered near:
"My child, what means the sound I hear?"
"May I not in the worship share,
And raise to Heaven my evening prayer?"

"Where'er the hills and valleys blend,
The sounds of prayer and praise ascend."
"My child, a prayer yours cannot be.
You've only said your A, B, C."

"I have no better way to pray, —
All that I know to God I say:
I tell the letters on my knees;
He makes the words himself to please."

Posies for Children.

HOW TO ADVISE OR REPROVE

BEING to advise, or reprehend any one, consider whether it ought to be in public or in private, presently or at some other time, and in what

terms to do it; and in reproving show no signs of choler, but do it with sweetness and mildness. —
GEORGE WASHINGTON.

TOPICS FOR DISCUSSION

(The Editor suggests that the grown-up members of the family meet—either alone or with other subscribers in the neighborhood—at the end of each month, and discuss the topics given in the current issue of the magazine.)

I. HEALTH

- a. Do I bathe my baby in accordance with the directions given by the attending physician?
- b. Has my baby proper clothes; simply made; of suitable materials?
- c. Am I careful to keep the baby quiet; handling it as little as possible; and not using it, nor allowing others to use it as a toy?

II. MENTAL TRAINING

- a. Are the pictures I provide for my children of the very best?
- b. Do I use pictures, as I do books, to awaken the imagination of my children?
- c. Am I careful to keep from them all silly, vulgar, and ugly pictures?

III. MORAL GUIDANCE

- a. Do I strive to make my children good because they ought to be good, or because life is easier for me when they are good?
- b. Do I remember always that my children are likely to have not only their own individual faults and virtues, but also those of their parents and their grand-parents?
- c. Do I realize that the real secret of the moral training of children is unselfish love on my own part?

LIST OF BOOKS FOR ADDITIONAL READING

(The Editor would advise that members of the course select from this list two or more books under each main topic, and read them at leisure.)

I. HEALTH

1. "Practical Motherhood," by Helen Y. Campbell. (Longmans, Green & Company.)

A most valuable book written by an English woman. It describes in detail the excellent methods of caring for a baby in use in England. American mothers will find in it pertinent suggestions.

2. "Molly Bishop's Family," by Catherine Owen. (Houghton Mifflin Company.)

A story of a woman who, owing to a marked decrease in her husband's income, "does her own work."

3. "Euthenics," the Science of Controllable Environment, by Ellen H. Richards. (Whitcomb & Barrows.)

One of Mrs. Richards' best books. It tells us how we can so adapt any environment as to make it healthy, comfortable, and pleasant.

4. "We and Our Children," by Woods Hutchinson. (Doubleday, Page & Company.)

Dr. Woods Hutchinson's newest book; a rare summing up by a practising physician of wide knowledge, of those truths which most parents learn only after painful experience. No father or mother should be without this book.

5. "The Health of the City," by Hollis Godfrey. (Houghton Mifflin Company.)

An excellent treatise on the subject of keeping the town or city healthy by keeping the individual houses comprising it healthy. It deals with the subjects of air, water, milk, food, ice, waste, and plumbing.

6. "The Very Little Person," by Mary Heaton Vorse. (Houghton Mifflin Company.)

A most charming story of a baby, the first child of its young parents. Not only young mothers, but young fathers also will enjoy this book.

II. MENTAL TRAINING

1. "Mother," by Kathleen Norris. (Macmillan Company.)

A beautiful and touching story of a family presided over by a wonderful mother. There is something classic in the exquisite quality of feeling embodied in this book.

2. "Education and the Larger Life," by C. Hanford Henderson. (Houghton Mifflin Company.)

A most significant book on the subject of the education of the young. It sets forth the theory expressed in Milton's line, that life should be "simple, sensuous, and passionate"; and that education is only valuable in so far as it helps life in this direction.

3. "When Mother Lets us Play," by Angela M. Keyes. (Moffatt, Yard & Company.)

A book of games for small children; both for rainy days and for sunny days; for indoors and out of doors.

4. "The Art of the National Gallery," by Julia deWolf Addison. (L. C. Page & Company.)

A charming and instructive book. Children will find in it a "picture book" that is also a "story book."

5. "Household Education," by Harriet Martineau. (Houghton Mifflin Company.)

An "old-fashioned" book on the subject of education in the home. Like other old-fashioned books, it contains those theories of education which we, because they are just making their re-appearance during our generation, are inclined to think ultra modern.

6. "The Home Builder," by Lyman Abbott. (Houghton Mifflin Company.)

A tribute to an ideal woman, who was also a real woman. Every woman desires to be what Dr. Abbott's "Home-Builder" was.

III. MORAL GUIDANCE

1. "Primer of Right and Wrong," by J. N. Larned. (Houghton Mifflin Company.)

A book that all parents will be glad to have. It gives the most illuminating suggestions about teaching young persons the difference between right and wrong.

2. "Saints and Heroes," by George Hodges. (Henry Holt & Company.)

Dean Hodges' newest book for children. It is a most interesting and delightful collection of stories of Saints and Heroes of early times.

3. "The Use of the Bible in the Education of the Young," by T. Raymant, M.A. (Longmans, Green & Company.)

One of the most valuable books on the subject of the moral guidance of children, yet published. Parents, and more particularly, school teachers, and Sunday School teachers will be glad to have this book.

4. "Children's Rights," by Kate Douglas Wiggin. (Houghton Mifflin Company.)

A book which should be in the hands of every person who has charge of children. It teaches not only what children's rights are, but what their wrongs are; and how parents may give them the one and protect them from the other.

5. "The Dawn of Character," by Edith E. Read Mumford, M.A. (Longmans, Green & Company.)

A simple treatment of a complex subject. The book will recommend itself to the parents of older children.

6. "The Believing Years," by Edmund Lester Pearson. (Macmillan Company.)

A delightful and whimsical story of a boy. Every person who has to do with boys will understand them better after reading this book.

THE EDITOR'S FIRESIDE

THIS, the second number of the HOME PROGRESS MAGAZINE, continues the first course, the Health, the Mental Training, and the Moral Guidance of Children.

The consideration of the first of the three main divisions of the course, Health, has to do in this number with the care of the young baby. Dr. Howard, of the Milk and Baby Hygiene Association of Boston, has prepared a treatise in two parts on this subject. The first part, which appears in this number, is illustrated, — and the second part, appearing in the next number, will be illustrated, — by photographs provided for this especial purpose by Dr. Howard, and by Dr. Henry I. Bowditch.

The Editor would suggest that members of the course continue their work in it this month, by reading the third, fourth, and fifth chapters of "The Handbook of Health"; making notes of such points in them as need further elucidation. Then, Dr. Howard's article should be read; following this, the Editorial on "A Live Doll," and that portion of "Clothing the Children" which deals with the providing of garments for an infant. When this reading has been done, members should turn to the "Topics for Discussion" and read and discuss after the manner suggested, in the first of the Editorials, the topics under I.

A similar plan should be followed with the second main division, Mental Training. The third, fourth, and fifth chapters of "How to Tell Stor-

ies to Children" should be read and notes taken of such matter in them as may seem to the member to need explanation. After which, Mrs. Addison's article, "Pictures for Children," should be perused; then the Editorial, "The Language of Pictures." Finally, the "Topics for Discussion" under II should be used, according to the general suggestions made.

With the third main division, Moral Guidance, a like method is to be followed. The third, fourth, and fifth chapters of "As the Twig is Bent" should be read; next, Dr. Park's article, "The Secret of the Moral Training of Children"; and following that, the Editorial, "'Naughty' or 'Troublesome.'" Lastly, the "Topics for Discussion" under III should be employed, according to the suggestions given. When all this has been fully accomplished by the member, a letter might be written to the Editor, setting forth such questions, problems, and needs as the particular member possesses. It is the desire and object of the Editor to adapt the course to the needs of each individual member. Members of the course may write to the Editor on any subject relating to the course. This communication will be regarded as confidential; a personal reply will be sent to it.

"The List of Books for Additional Reading" this month is made up of books relating particularly to the subjects considered in the three leading articles. The Editor hopes

that each member will choose from this list two or more books under each of the three main topics and read them at leisure.

The reprints this month are, as they always will be, taken from the best literature of the world. They are chosen with a view to their relation to the books used in the course, and the articles and editorials appearing in this particular number of the magazine. All of them are valu-

able for family reading; and the poems, this month, are particularly suitable for memorizing by the children.

Three new books are reviewed; One of them is a book of essays; one, a story, and one a book of poetry.

We feel much pleased with the way in which the members of the course have begun their work in it. It means much to us to find that it has already been of value to them.

OUR BOOK TABLE

GIRLS AND EDUCATION

By LeBaron R. Briggs

It is an appeal to daughters, as well as to mothers of daughters, that LeBaron R. Briggs makes in his new book, "Girls and Education." In his wise, humorous way, he suggests solutions of the many problems that come tumbling upon the minds of parents as their girls near the brink of that illimitable river called higher education

The reading of the initial paper in the book, "The Girl who Cultivates Herself," cannot but result in clearer vision, in broadened purposes, while the chapter, "To College Girls" brims over with helpfulness. Indeed, each page incites and inspires effort for higher ideals and greater achievement.

In "To Schoolgirls at Graduation" Dean Briggs seeks to stimulate the just awakening ambition of the young girl for the fruition of high ideals, with bits like this: "Men and women are bound to jus-

tify their existence. They may give years to preparation for the work of life (they are fortunate if they can), but even in these preparatory years — even in the early years of which an important part is play — they must show, in their work and in their play, some promise of truth and devotion or the outlook is hard for them and theirs." Indeed, these pages are full of thoughts that must incite and inspire effort for higher ideals and greater achievement. (Houghton Mifflin Co. \$1.00 net. Postage extra.)

THE IRON WOMAN

By Margaret Deland

A MASTER weaver is Mrs. Deland, as in "The Iron Woman" she twists the thread and throws the shuttle, weaving a story of life from the elemental passions of love and hate. The story deals with the love of David Ritchie and Blair Maitland for Elizabeth, the real sweetness and

charm of whose nature is shadowed by the hot surgings of furious anger, which make havoc of her own life and the lives of those about her. Poor little colorless Nannie, even, is drawn into the maelstrom.

Towering above all other characters in the book is the colossal figure of Sarah Maitland. Living as she does, absorbed in her iron foundry, she yet has moments when her great love for her son Blair rises to the surface, when its constrained, halting expression is met by him with fear and aversion. In spite of her strength she is a pathetic figure, who, in her absorption in money-making has proved recreant to the sacred trust of motherhood.

It is a powerful, compelling story, having as its theme the eternal insistent cry of the human heart, "Why should I not be happy?" What answer can there ever be, but that on deep moral foundations alone can the spiritual and material prosperity of the race be based? (Harper Bros. \$1.50 net.)

THE POEMS OF SOPHIE JEWETT

OVER twenty years ago now there began to appear in the pages of some of our leading magazines brief lyrics of simple, haunting cadence and exquisite craft. They continued to come rarely, so rarely that few realized how richly the promise of the earliest ones was being fulfilled. In form they were varied—sonnets, rondeaus, quatrains, and songs that sung themselves; while in content they ranged from poems of lightest fancy to the stirring tribute to Catharine Breshkovsky in the "For-

trass of Peter and Paul," published in *The Outlook* of August, 1910. These scattered contributions to periodicals and magazines, together with other verse previously unprinted, appeared in two collections during Miss Jewett's lifetime: one in "The Pilgrim and Other Poems"; the other in "Persephone," privately printed by the English Literature Department of Wellesley College. All of the collected poems are contained in the memorial "Poems."

Because of this wide range in time and interest, different parts of the book will speak a different message to its readers. To those who know Miss Jewett's half depreciative, yet wholly eager pleasure in her first published collection, the poems originally in "The Pilgrim" will always seem the most precious part of their heritage; others will take keenest delight in the poems classed under "Other Lyrics." In the "impalpable grace" of "Brief Life," "Transient Beauty," and "Across the Border," and the farther vision of "Easter," and "When Beauty Dies," surely lie the fulfillment of the perfection of her art.

The joy of life inseparably mingled with its pain, beauty, transient or eternal, are themes in various lovely concrete forms which underlie her work. Perhaps the most perfect blending of human usefulness with the spirit's imperishable hope speaks through the "Easter" lines:

"No fear of death, or life, again shall pass
Along these quivering fields of April grass,
Where, under quiet, ever holier skies
Sorrow keeps watch with glad, immortal eyes."

(Thomas Y. Crowell & Co. \$1.50 net.)

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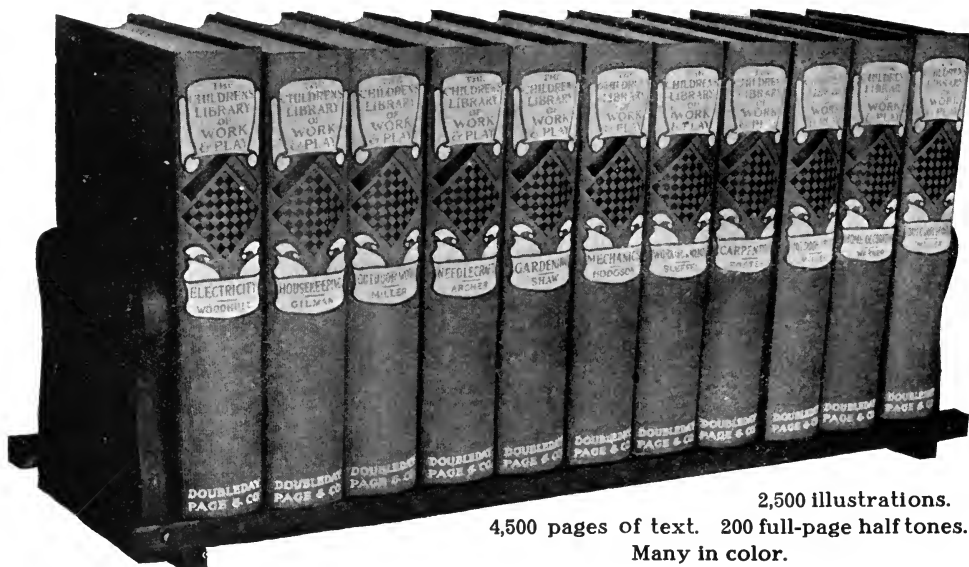
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NUMBER 3

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From a photograph by Alice Austin

Illustration for Truth-Telling in Children, p. 23

“ When the parent is ‘ chums’ with the child, truth-telling rises to something very close to one hundred per cent. ”

HOME PROGRESS

PUBLISHED BY HOUGHTON MIFFLIN COMPANY, 4 PARK STREET, BOSTON,
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BABY HYGIENE

In two parts

BY ARTHUR A. HOWARD, M.D.¹

Medical Director of the Milk and Baby Hygiene Association of Boston; Junior Assistant Visiting Physician,
Children's Hospital, Boston

PART II

The Baby abroad, asleep and awake.

THE appearance and vitality of infants who are kept constantly indoors, away from the sunlight and outdoor air, might well be compared to that of weeds and plants cultivated under a piazza. The plants and weeds growing under such conditions are white, spindling, and weak. So are the children.

On the other hand, a baby should not be kept out-of-doors in all kinds of weather, or when unsuitably clothed. Unless living in a very warm climate, — and especially in winter, — it is much better for the baby during the first four or five weeks of its life to get its fresh air indoors. Gradually accustom the infant to breathing cool air indoors, and then take it out-of-doors for a short time; at first in the mildest part of the day. From eleven o'clock in the morning until three in the afternoon are the best winter hours for the young baby's airing.

In summer, when it is hot during

the middle of the day, the early morning is the best time for the baby to be out, with possibly a second airing after the heat of the day has subsided. Do not have the baby out too late in the afternoon, on account of the dampness of the early evening air.

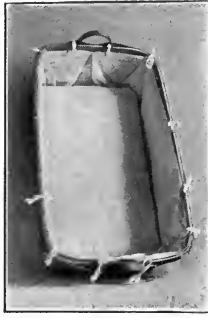
On damp, foggy, or rainy days, or when the snow is melting, the baby should have its airing indoors. This may be accomplished by dressing the infant in its outdoor garments and having the windows wide open. The baby may also have its nap under these conditions, if care is taken to keep it out of a draught. Very windy days are unsuitable for the baby's outings; the wind makes the child catch its breath, and the dust in the air is bad for its lungs and throat.

On pleasant days the baby should take its nap out-of-doors. A large clothes-basket, lined, first with oil-cloth, and then with outing flannel, with a mattress, — the mattress protected with a second piece of oil-

¹ The writer wishes to acknowledge his indebtedness to Henry I. Bowditch, M.D., for suggestions in regard to this article, and for many of the illustrations used.



"Unmade" bed.



"Made" bed.

cloth,—makes a very good out-of-door sleeping arrangement for the baby. If the weather is cold, a rubber bottle, filled with hot water, may be placed in the basket to keep the baby warm. See that this bottle is well covered with cloth, so that there is no danger of the child's coming in contact with it. A piece of green-colored cloth may be pinned over the head of the basket to protect the baby's eyes from the light. This precaution of protecting the baby's eyes should always be considered when taking a young infant out-of-doors, either for its nap or a ride in the carriage. Every out-of-door bed and carriage should have a canopy of some sort, since the light from the sky, even if there be no sun, is very trying to the baby's eyes.

In cold weather always see that the baby's hands and feet are warm before taking it out-of-doors; they are so small that they are quickly chilled when not properly protected. Care must be taken not to overdress the baby for its out-of-door journeys, for if it be too warmly dressed, the skin soon becomes moist, and the baby takes cold. Instead of dressing the infant too

warmly, take along an extra wrap to put on it if the air suddenly becomes cooler. Veils should not be used on the baby; they interfere with the child's seeing, and soon collect moisture from its breath, and make its little face cold.

In giving the baby or even the older infant its outing, do not take too long journeys. The baby soon becomes tired, both from keeping the same position, and from the constantly passing objects. For the same reason, long car rides are distinctly bad for the baby. Be moderate.

*Floor-walking and Cradle-rocking—
Arts in which Sensible Parents do
not become Proficient.*

The night's sleep of the infant can be made a matter of satisfaction, or of grave concern and discouragement to the mother. An infant should naturally sleep well at night, awaking only to take its food, and at once going to sleep again. This natural behavior on the part of the infant can, however, be easily upset; and seriously interfere with the health of both mother and child.

From the beginning, the mother should make up her mind to train



"Uncovered."



"Tucked in."

the infant to understand that when it once goes to bed, it has gone to bed for the night. If the baby wakes up and cries before it is time for its feeding, note from its actions and cries whether or not it is distressed or in pain. If anything is wrong, remedy it; and if not, simply change its position and pay no further attention to it. Let the baby have its cry out and go to sleep. It may cry for a considerable time the first night, but if no attention is paid to it, it soon learns the uselessness of crying, and will cry less and less each night, and soon form the habit of waking only at the feeding time.

The mother's plea is always, "I can't bear to hear the baby cry, and I just have to pick him up." Do not give way to this feeling. Just be sensible and persistent at the start, and you will be surprised to find how quickly the baby learns its lesson. The result is a blessing to both mother and child.

Baby "Pacifier," an Abomination unto the Baby

Baby "pacifiers," "quieters," "comforters," or whatever you choose to call them, are not only unnecessary articles, but they are positively harmful and dangerous for the baby. The most plausible excuse that is offered for the use of these contraptions is that they keep the baby quiet.

You do not need to keep the baby quiet. The healthy cry of an infant is not long continued, and is natural and beneficial exercise.

The cry that means discomfort

or illness, you cannot afford to stifle or attempt to palliate by "pacifier" treatment. The fretful or spoiled cry can be much more satisfactorily dealt with by sensible training.

Keeping the baby quiet might be accomplished by the use of an anæsthetic or depressing drug. Naturally a mother would not listen to such a suggestion; and yet the use of the "pacifier" is almost as objectionable.

The constant sucking of the "pacifier" irritates the gums and mucous membrane of the baby's mouth. This causes thrush and sore mouth. The sucking also causes the mouth, and what is of more importance, the roof or arch of the mouth, to become misshapen, and tends to cause respiratory and teething difficulties. The constant sucking on the "pacifier" and swallowing the increased flow of saliva spoils the baby's appetite, and leads to indigestion and stomach disorders. In fact, all the evils resulting from excessive gum chewing in older children, with some additional evils, are produced by the use of the "pacifier."

That the "pacifier" is unhygienic and positively unclean, it would seem, must be evident to the most careless and unobservant mother. The "pacifier," wet from the baby's mouth, drops on the floor, dangles against the baby's soiled dress, or rubs against various objects in the room, accumulating dust and germs, only to be returned to the baby's mouth and sucked clean. Of what benefit is the care taken to secure clean milk for the baby, or to keep the nursing-bottle sweet and fresh, if

by means of the "pacifier," bacteria are to be regularly fed to the child?

Importance of Proper Food — Regularity, Intervals, and Duration of Feedings.

Whether or not there is any truth in the saying, "The way to a man's heart is his stomach," certainly the condition of the stomach and entire digestive tract of the infant, plays an important part in determining the health, not only of the infant but of the older child. The digestive system, like every other part of the body, is delicate, sensitive, and easily upset, and probably because it is frequently abused, is the cause of a multitude of infant ills.

There are many factors which give rise to digestive disturbances. What the baby eats, when the baby eats, how the baby eats, and how frequently the baby eats, — all have a great deal to do with the presence or absence of feeding troubles. All or any of these factors neglected, or all intelligently managed, make the difference between improper and proper feeding.

The time for feeding the baby should be absolutely regular. Do not depend on the baby to notify you when it is feeding time, and do not go by guess-work. The clock should be your guide, and the time for feeding the baby as carefully watched for as the time for some other important engagement, or for catching a train.

The great variations in the requirements of the individual baby make the setting of a definite stan-

dard of intervals between feedings unwise. This matter should be entrusted to the physician; when he has determined the proper intervals between feedings for your baby, be faithful in carrying out his directions.

The proper duration of each feeding is from fifteen to twenty minutes. A hungry baby should be able to take all the food it requires in that length of time, whether taking its milk from the breast or bottle. If bottle-fed, the length of time required to take the feeding can be regulated by the size of the hole in the nipple.

When the baby does not take the food hungrily, and plays instead of nurses, do not coax it, nor keep trying to get it to take the food after the feeding time has past. Take the food away, even if the baby has taken only a small amount; make the baby wait until time for the next feeding, and it will probably be ready and eager for the food. On the other hand, if you prolong the feeding time by coaxing, and repeated offerings of the food, the intervals between the feedings is shortened, the baby's stomach does not have time to rest, and the baby will be even less hungry for the next feeding, and your difficulties will be increased.

Breast Milk the Baby's Natural Food

The food which nature intended for the young baby is breast milk. This food is peculiarly adapted to the baby's special requirements. As with every other markedly success-



Pen for Older Infants, and Out-of-Door Sleeping-Basket.

The pen should be placed on a carpet or blanket, and the basket on a box or chairs to avoid dampness.

ful product, attempts have been made to copy breast milk and to prepare an article "Just as good."

Let us be frank with ourselves, and honest to the baby in acknowledging the superiority of nature's brand. Any substitute for breast milk is indeed a substitute, and hence inferior. Even when the percentages of fat, sugar, and proteid present in a particular breast milk have been skillfully reproduced in a substitute food, or modified milk, there are still lacking certain ingredients peculiar to and found only in human milk. On account of the special ingredients, and because the breast milk is more easily digested and assimilated, breast milk is absolutely essential to some babies, and all babies should receive as

much breast milk as possible during the early months of life.

The Nursing Mother — Her Duty and Diet

Breast milk being such an important factor in the baby's welfare, it is then evidently the duty of every mother to do her best to provide the baby with its natural food.

Fortunately, most mothers can with proper care nurse their babies for at least several months. Social duties and other interests which require the mother to be away from her baby at nursing time should certainly be avoided. When the mother is unavoidably called away, she should be prepared to make up

a feeding of modified milk suitable to the baby's age and requirements. Indulged in only occasionally, this substitute feeding does no particular harm, but irregularity in nursing, or omitting nursing, tends to decrease the supply of milk, and shorten the time the mother will be able to nurse her baby.

The nursing mother owes it to her baby to see that she is in the best of health. Moderate exercise daily in the open air, regular habits, avoiding worry and over-fatigue, are some of the duties of the nursing mother in maintaining good health.

The mental condition of the mother is very important, for it directly affects the milk supply, and also the general physical condition. The nursing mother should be happy, well, and free from care.

The diet of the nursing mother, if the milk agrees with the baby, is not difficult to arrange. Dieting, or restricting the articles of food to a monotonous routine, for fear of eating something that will disagree with the baby, is usually unnecessary and much better avoided. The nursing mother should have good hearty meals, consisting of those articles of diet to which she has been accustomed. Excessive tea and coffee drinking, or the use of



Ice-chest in the making



Completed ice-chest, closed.

large amounts of sour or acid articles, such as vinegar or pickles, should not be indulged in.

At the first indication of decrease in the amount of breast milk, large amounts of milk, cocoa, and gruel should be taken. Using a little ingenuity in varying the form in which the milk is taken will make the consumption of considerable quantities much more palatable.

It is very much better for the mother to drink the milk and give it to her baby second-hand, than unnecessarily to start the baby on bottle-feeding. In attempting to regulate either the quantity or the quality of the milk by diet, the advice of the physician should be secured.

When the breast milk does become insufficient for the baby, supplementary feedings of modified milk should be given, and some breast feeding continued as long as possible, — even one breast feeding a day being extremely beneficial.

In weaning the baby, try to avoid making the change from breast milk to other food during hot weather. Also make the change gradually, if possible, giving first the supplementary feedings, and gradually omitting the breast feedings.

Although we have admitted that any other food than breast milk is a

substitute, still there is a decided difference in the value of the substitute selected. Proprietary foods are numerous, and the anxious mother, when baby is not doing well, all too frequently tries one after another while the baby grows constantly worse.

The physician who understands baby feeding seldom orders a proprietary food. These foods are, as a whole, far from desirable. They consist largely of sugar in one form or another, and while the baby may grow fat on them, the flesh is flabby, and the baby does not have the real strength and vitality that it should.

Properly modified cow's milk is the best substitute for human breast milk that can be obtained. Mothers frequently say, "Why, I tried modified milk, and it did not agree with the baby." Let me assure you there is a vast difference in just modified milk, and *properly modified milk*. There are no set rules for making a modified milk that will agree with even healthy babies of a given age. Each baby needs to be studied by a physician, especially skilled in infant feeding, before the kind of food it requires can be determined. In

nothing concerned with the care of the baby is it more important that the mothers should have, if possible, the advice of a physician who deals entirely with children, and who thoroughly understands infant feeding.

Source of Milk Supply — Care of Milk and Feeding-Bottles

Mothers, you cannot take too much care in securing a clean milk for your baby's use. Never use a milk for the baby unless you, or better still your physician, has investigated the source from which you receive that milk. You should know that the cows are healthy, that they are kept clean, that the men who handle the milk are watched to see that they do not have contagious diseases, that the barn and the utensils used in handling and transporting the milk are benefited by every possible precaution that will insure cleanliness of the milk.

No amount of boiling will make a dirty milk fit for the baby's use. You may kill most of the bacteria in the milk, but you cannot destroy all the poisons a dirty milk contains. You should know how old the milk is



Empty ice-chest.



Milk bottles in ice-chest.

when you receive it, for bacteria multiply very rapidly in milk.

After you have received your milk, do not let it stand in the sun, nor get warm, nor be exposed. Keep it covered and iced. The homemade ice box shown in the picture can be very easily and cheaply made. One cent's worth of ice a day placed in this ice-box will keep the milk at a sufficiently cool temperature.

The baby's feeding-bottle and nipples must be just as carefully looked after. It is better to have as many feeding-bottles as the baby has feedings during one day of twenty-four hours. The food can thus be prepared for the day, the proper amount measured out into each bottle, and the bottle stoppered with a little piece of sterilized cotton. By having the feedings in separate bottles, anything happening to one feeding does not spoil the rest of the day's supply.

Also, this saves pouring the milk from the large pitcher or bottle for each feeding, makes the strength of the food in each bottle more equal, and, if the bottles are kept properly covered and cool, there is less chance of getting bacteria and foreign substances into the milk. Warm the bottle of milk to be used at each feeding. Do not overheat it so that it has to be cooled.

After being used, each bottle should be thoroughly washed, first with cold, and then with hot water and soap. Then, just before they are filled again, they should all be thoroughly boiled, rinsed, and drained.

The nipples used should be simple and easily cleaned. Any nipple which has a long tube or compli-

cated parts should not be used, for it cannot be properly cleaned.

The nipples should also be thoroughly sterilized in boiling water once a day. They can then be placed in a boric solution and kept until the next feeding, when they should be taken out and rinsed off in boiled water before they are used.

If you are not sure that your milk is absolutely clean and pure, it is safer to pasteurize it; in warm weather this had better be done regularly. A simple way of doing this is to bring a dish of water to boiling on the stove, push it back from the fire, and place in it the receptacle containing your milk. Let the milk remain until the water has cooled sufficiently so that you can bear your hand in it.

Regular Habits — One of the Foundation Stones on which the House of Good Health is built.

You cannot be too insistent on regularity in the life of the infant. A well-known athletic coach, referring to the training of a certain college football team, once said to me: "I do not care at what time the men retire, at what time they rise, or at what time they have their meals, if they will only do each of these things at the same time every day."

This may be a rather radical statement, but let me assure you that regularity in a child's life is one of the foundation stones on which to build the house of good health. Have regular times for the infant to take its food. This insures uniform intervals for the proper diges-

tion of the food. The stomach has an opportunity to rest, and the child will have a much better appetite.

Have a regular time for the daily bath. It is then much less likely to be forgotten or omitted in the press of other duties.

Have a regular time to put the baby to bed, and to take it up in the morning. The baby soon becomes accustomed to these hours and sleeps more readily and soundly at that time.

Have a regular time for the daily nap. Here again the habit is quickly formed, and the baby is ready for its nap at that hour every day.

Otherwise, considerable difficulty may be experienced in getting the baby to take the nap at all; or it will sleep so lightly and for such short periods of time, that the unquestionable benefit of the good long nap is lost.

As the child grows older, the same regularity should be observed in regard to exercise, study, work, and play. System and regularity do not tend to monotony, if good judgment and common sense are used in varying the kind of work, exercise, and recreation; but they do tend to eliminate neglect and slackness in regard to these important details.

THE HYMN OF THE CHILDREN

(Sung at the anniversary of the Children's Mission, Boston, 1878)

THINE are all the gifts, O God!

Thine the broken bread;

Let the naked feet be shod,

And the starving fed.

Let thy children, by Thy grace,

Give as they abound,

Till the poor have breathing-space,

And the lost are found.

Wiser than the miser's hoards

Is the giver's choice;

Sweeter than the song of birds

Is the thankful voice.

Welcome smiles on faces sad

As the flowers of spring;

Let the tender hearts be glad

With the joy they bring.

Happier for their pity's sake

Make their sports and plays,

And from lips of childhood take

Thy perfected praise!

JOHN GREENLEAF WHITTIER.

"WITH PIPE AND FLUTE"

WITH pipe and flute the rustic Pan
 Of old made music sweet for man;
 And wonder hushed the warbling bird,
 And closer drew the calm-eyed herd, —
 The rolling river slower ran.

Ah! would, — ah! would, a little span,
 Some air of Arcady could fan
 This age of ours, too seldom stirred
 With pipe and flute!

But now for gold we plot and plan;
 And, from Beersheba unto Dan,
 Apollo's self might pass unheard,
 Or find the night-jar's note preferred; —
 Not so it fared, when time began,
 With pipe and flute.

AUSTIN DOBSON.

TRUTHS AND LIES

WHEN we are as yet small children, long before the time when those two grown ladies offer us the choice of Hercules, there comes up to us a youthful angel, holding in his right hand cubes like dice, and in his left spheres like marbles. The cubes are of stainless ivory, and on each is written in letters of gold — TRUTH. The spheres are veined and streaked and spotted beneath, with a dark crimson flush above, where the light falls on them, and in a certain aspect you can make out upon every one of them the three letters L, I, E. The child to whom they are offered very probably clutches at both. The spheres are the most convenient things in the world; they roll with the least possible impulse just where the child would have them. The cubes will not roll at all; they have a great talent for standing still, and always keep right side up. But very soon the young philosopher finds

that things which roll so easily are very apt to roll into the wrong corner, and to get out of his way when he most wants them, while he always knows where to find the others which stay where they are left. Thus he learns — thus we learn — to drop the streaked and speckled globes of falsehood and to hold fast the white angular blocks of truth. But then comes Timidity, and after her Good-nature, and last of all Polite-behaviour, all insisting that truth must roll, or nobody can do anything with it; and so the first with her coarse rasp, and the second with her broad file, and the third with her silken sleeve, do so round off and smooth and polish the snow-white cubes of truth, that, when they have got a little dingy by use, it becomes hard to tell them from the rolling spheres of falsehood. — OLIVER WENDELL HOLMES.

THE PLACE OF MUSIC IN THE CHILD'S EDUCATION

BY MABEL MADISON WATSON

THAT the Gentle Art of Music may have educationally a value greater than any one or two of the important branches usually taught in either preparatory schools or colleges, few parents realize. The schools themselves are only lately awakening to this fact; and although musical appreciation is growing with a rapidity characteristic of our national spirit, it is with us still in its infancy, despite the truly heroic efforts and achievements of many of its pioneers.

Parents, especially mothers, even those who have had little or no musical training and probably consider themselves unmusical, can help tremendously toward our national musical growth. At the same time, their children will be gaining qualities, both through discipline and development, which will make them in all respects better citizens, and dower them with a source little short of magical for giving and receiving

pleasure, a solace for grief or care, an influence perpetually broadening their mental horizon toward artistic truth and beauty.

One of the first, the most essential, of the tools the infant requires for a commencement of mental development is language. In early childhood an amazing number of languages can be acquired with no apparent mental strain; let the child only hear them spoken, then have sufficient practice in their use.

Music, the universal language, the passport to the hearts

of all nations, has this in common with all languages,—that it is most easily acquired in childhood and early youth, and the apparent talent or natural gift depends more largely than is usually supposed upon early sense impressions. Among our greatest soloists and composers, both classic and modern, nearly all were children of music teachers; or, in some way, during their infancy



A little girl three years old, who has begun to take violin lessons.

and childhood constantly heard instrumental or vocal music.

In America, an astonishing number of children hear so little music that when their first music lessons commence, if indeed, they study the subject at all, a tune seems to have little or no meaning for them. Under my observation, many of these apparently unmusical children

have developed to the point where their lack of ability could be proved beyond doubt due not to nature but to absence of early impressions. Could one imagine a child who had grown to the age of eight or ten without ever hearing a spoken language showing any immediate aptitude for learning to talk?

The average musical experience of most children consists of one or two lessons a week, necessarily theoretical in the larger part. Think how little is here to tempt the imagination, or to inform the child of the glories in store. Yet so potent is the charm of even the simplest combination of sweet sounds, that given a wise and enthusiastic teacher, music lessons are nearly always, even under such restricted conditions, a source of delight to the little learner.

How early should musical education begin? This question is already answered in part. One might say of a musician as of a gentleman



Taking a singing lesson.

that he is not less than three generations in the making; but so many potential musicians never are discovered nor discover themselves, that no one unaware of musical ancestors should for that reason despair, nor ought we to hesitate to mould the first generation toward a possible notable third. My desire to utilize every possibility toward cultivating

musical taste and aptitude would urge that at the earliest opportunity after birth a child should be brought into the presence of music and should thenceforth be reared therein. If a mother cannot herself sing lullabies and simple folk songs, nor play melodiously upon some instrument, then let her, if possible, invite or engage some one else to do so, that her baby may hear much music.

I know a little girl who, at fourteen, is a thorough artist, and expects soon to make her *début* as a concert pianist. Her mother (a singing teacher) told me that before her little girl could talk her musical education really commenced. Of course, the child constantly heard music. The mother had herself some understanding of the piano, and she greatly desired that her daughter should become a pianist. She read all that she could find about preliminary training, touch, and tech-

nique for hand development, and early taught the baby little rhythmic finger games to accompany nursery rhymes — just “Pat-a-cake,” and “Three black crows . . . one flew away” — etc. These little devices, endlessly repeated (and the baby never seemed to tire of them), laid the foundation for the remarkable muscular development and manual control necessary for a concert pianist. As the child grew older, her mother selected songs suitable to her age, and taught her to sing them, and to act out their stories, and told her all that she could learn about the childhood of the various great musicians; — the stories of their operas, etc. She in every way stimulated the child's imagination, through poetry and music. As soon as the little girl was large enough to sit at the piano, the nursery rhyme games were transferred to the keyboard and new ones invented. She was also encouraged to “discover” new kinds of rhythm and little motives of a few notes, which they used as material for her first compositions. Is not this most suggestive to other mothers anxious to make musicians of their children? Had this little girl received merely the usual attention given to children,

who even at quite an early age study with good piano teachers, but hear very little music, and have no one to prepare them for their teacher by firing their ambition, or developing their love of music, their sense of rhythm, muscular power and control, — she would, undoubtedly, have learned to play exceptionally well. She has great natural talent; but without her mother's intelligent and devoted preparatory training, she would have assuredly never been able to aspire to aught beyond the mediocrity which is the lot of all but the chosen few of our soloists.

Mothers with less musical understanding would, of course, not be able to give their children such a comprehensive musicianly preparation; but so much can be done by even a totally untrained person of general intelligence, with the assistance of special reading and advice,

that many a child's possibility of musical progress might thus be more than doubled. The requisite physical development is essential in any case. The tremendous physique necessary for a successful career as an artist would be equally useful in any profession. With every child the foundation for general health should be the first



Robert Haven Schauffler and a “musical amateur.”

consideration. Special exercises for strengthening hands and arms, and individualizing fingers, would be potent factors in general brain development, entirely apart from any later musical usefulness.

In the playroom, toy instruments may be utilized in many ways. Rhythms may be imitated on tiny drums; rhythms, and tunes, too, on a xylophone. Baby fingers may perform exercise games on a toy piano before they would be strong enough for any real keyboard practice. A child who is constantly hearing music will often — even left to itself — pick out tunes and bits of harmony on a convenient and easily manipulated toy with musical possibilities.

When the age of three or four is reached, the kindergarten, with its songs and rhythmic games, is a great help toward awakening the musical faculty. Later, the dancing school, and especially the Folk Dance and Educational Dancing now so largely taught in school and gymnasium, are invaluable aids. Rhythm should not mean to the child merely a matter of dry calculating and counting at a lesson, but should be a thing instinct with life and motion, picturing some feeling observed or experienced.

The phonograph, pianola, and other mechanical substitutes for home talent (we must, however reluctantly, admit them far superior to any but the most exceptional instance of the latter) are fulfilling their mission in making us intimately acquainted with a more extensive selection of musical literature than we could learn to know in

any other way. But, in early developing a musical taste, they make it all the more important that regular training of individual musical ability commence at the first possible moment, lest musical demands too discouragingly outstrip possibilities of execution. A very young child will perform with delight countless finger gymnastics, which in a few years would seem almost unbearable drudgery.

If a child's voice is sufficiently good to gain it admission to a children's choir under a competent choir master, there is an opportunity for musical training, unsurpassed as a preparation for later musicianship, or as a foundation for general musical culture. The singing lessons in school and Sunday school may or may not be of great value. Much depends on the selection of music and on the wisdom of the teacher in keeping the voices subdued and sweet in quality.

But better is any sort of ensemble singing, the cheapest kind of popular music, the hand organ and street bands, than the dearth of rhythm and time that is the lot of many of our children; — most of all, strange to say, of the children of our wealthier families. The grown-up members hear so much of the highly specialized solo music, that all less pretentious forms of the art seem to them comparatively insignificant. Even when they have themselves received musical training, they so realize their incompetence that it does not occur to them, would not interest them, to play the many beautiful selections within their possibilities. This attitude

clearly shows a superficial grasp of musical values. They fail to realize the ethical and educational importance of "music in the home." If a child, having heard none of the simple forms of music adapted to a very young mind, having indeed practically no acquaintance with music of any kind, be finally taken to a course of "Young People's Concerts," as an introduction to musical understanding, how can he be greatly enlightened thereby? It will probably be a long time before the usual concert programme means more to him than a chaotic mixture of sounds, more or less stimulating emotionally, but certainly unintelligible.

Wherein lies the value of music as an educator for those children who will never use it professionally; who have perhaps not the natural aptitude even to sing or to play some instrument acceptably as an accomplishment? There are many answers to this question. It is generally conceded that an all round development, physical and mental, moral and spiritual, is the goal toward which we all strive. Lack of the rhythmic sense, of sensitiveness to gradations of sound either as to pitch or intensity, of

rapid manual response to orders from mental "headquarters": all these argue deficiency in the brain, necessity for constructive or reconstructive treatment. An intelligent musical training can reach and correct all these difficulties, as well as many others. Music lessons should prove most helpful in character formation. Through them may

be developed patience and sympathy, obedience, perseverance, accuracy and precision. Later, ensemble playing impresses the necessity for concord and harmony in our relations with others, as well as the delight (in this one of the most perfect combinations of industry and recreation) of mental coöperation.



A girl pianist accompanying her violinist brother.

Interest and attention, resulting in concentration, the *sine qua non* among the requirements of a scholar, is equally important for success in the business world, or in political, social, or domestic life. These qualities a musical training develops in the highest degree. The aural and visual faculties must here be always at attention; the hands, voice, or both (at the organ the feet also) must be trained, obedient servants, ready instantaneously to respond to all commands. The crit-

ical faculty must constantly direct and pass upon the emotional or impulsive nature. Perfect poise must be developed, a relaxed, although alert, attitude of both mind and body. Such a condition must surely promote physical well-being.

Comparing the study of music to that of subjects considered essential in the school or college curriculum, mathematics, both theoretical and applied, is perhaps most nearly akin to musical study. Commencing with arithmetic, the child learns to count. In music, of course, we do not use many actual numbers — two, three, four, six, and, sometimes, nine or twelve — but these we learn to measure off in just proportion and orderly sequence. The notes, according to their forms, can be as easily explained as the various-sized building blocks in a child's box. A little boy of five had played with a kindergarten toy, a box of colored balls and a circular rubber pad full of small holes, until he could select and place in their proper holes the exact number of balls of the right colors to copy any of the pretty designs in an accompanying pattern book. I largely attribute to this game the facility with which he soon after learned to select the proper notes on the piano, to copy the little melody patterns in his first attempts at sight reading.

Viewed as a language, music has its prose and poetry, its grammar and rhetoric, analysis and scansion. Closely dependent in its evolution upon song and story, it still keeps, even in its most absolute forms, parallel formations and character-

istics, so that its accents and measures are best comprehended by comparison with words, sentences and verses.

History and geography may not on first thought seem closely related to the study of music; but consider how intimately associated with every nation, every clime, is its national music, how certain forms of music inevitably picture to us the social, political, or temperamental conditions that produced them. A careful study of the history of music will make us familiar with the customs and tastes, national and domestic conditions, religious observances, and great events of all peoples from the dawn of history to the present day. What national calamity, war or revolution, important historic personage, or period of social prosperity, with its accompanying growth of dances and dramatic representations, has not its corresponding musical expression?

When musical education in the United States becomes as accessible, as universal, as it is in some countries abroad, then may we begin reasonably to expect our share of composers; then will men and women arise, worthy to be named with Europe's greatest musicians. But I cannot anticipate these mighty ones before music has become an integral part of our national life, a daily experience for all of our children from their earliest conscious moments. Then, proud as we shall be of the greatest among us, our pride in them will be but one of the many blessings which, as a musical nation, shall be our heritage and portion.

CLOTHING THE CHILDREN

(The Editor holds to her original opinion on the subject of clothing the children entirely in white, as set forth in the first number of the magazine; but she agrees with the following letter that both sides of a question should be presented. The letter of our subscriber contains so excellent a presentation of the opposite side that we take pleasure in printing it in this Department.)

To the Editor of HOME PROGRESS:—

I cannot let that article "Clothing for Children" in the first number of your magazine, and particularly the portion which refers to the "White Peril," pass without a protest. Just *because* I want my children to be nicely dressed, with the least expenditure of time and trouble and money, I have clothed them as far as possible in white. I know whereof I speak, for, besides doing my own housework, I do much of the sewing, and all of the laundry work for my children. I have rubbed the skin from my knuckles endeavoring to get the "blue or pink chambray dresses" clean, but I have dropped all the little white garments into one big pan full of soapsuds, and let them boil away till they lost, not only the dirt, but all noxious germs as well.

I have streaked and spotted the dark cloth coats, trying to remove the spots which children *will* get on them, while I have put the white corduroy ones through a little soap and water, and seen them regain their original snowiness.

Then, too, I have given away many a little suit or dress because, before it had been outgrown or worn, it had faded in color and become

shabby, while I have let out and lengthened and worn to tissue thinness countless little white clothes, because they came from the tubs each time so fresh and pretty I had not the heart to discard them.

You are right—white soils easily. Have you found any color, suitable for children, which does not? White may *show* the soil a little more readily, but it makes up for this by cleansing much more easily. And as for spots and stains (whereas from the colored clothes you usually remove color and all) a little simple hydrogen-peroxide and our old ally the sun will remove seven-eighths of the spots the most active child can contrive to accumulate.

I really must take exception to your statement that "even the child who has never worn any other color but white, wears it without perfect ease." Why in the name of common sense should a child be uneasy in its everyday clothes (provided they are sensibly and comfortably made) just because they are one color or another? It is the little ones who wear white only "for Sunday and other high days" who feel constrained and self-conscious at the unwonted glory.

Please pardon this criticism of your article, which seems to me to present but one side of the question. I have had actual, practical, hard-earned experience with both sides of the problem and "out of the fullness of the heart" this is written.

A SUBSCRIBER.

EDITORIALS

ON HOME PROGRESS

IN the first number of HOME PROGRESS, we spoke, under this title, on the subject of education in the home, and of the degree to which parents might fit themselves for their part in it by reading, especially reading under trained direction, — reading the best books and the best magazines. In the second number, we spoke of the making of reading more useful by discussing with others the things read. We would consider now the great value, when pursuing any course of study, of keeping a note-book.

It has always been the habit of literary men and women to keep note-books; — jotting down in them from day to day such notes or suggestions for further research along particular lines as the day's work may have suggested to them. Thus, among the most valuable books in the world are the "American Note-Books" and the "English Note-Books" of Hawthorne, the "Journals" of Thoreau and Emerson, and the "Diaries" of Evelyn and Pepys.

We would advise our subscribers to keep note-books; putting down in them daily such salient experiences as come to them in connection with their children; such inspiring thoughts as they may have as a result of their reading; and such plans for further study along the lines suggested by HOME PROGRESS as may occur to them.

The persons, whose famous jour-

nals we have mentioned, wrote these books simply for their own use. Their first value was private; their final value has been public. How glad we should be had we journals of a more domestic nature belonging to these several periods of history! Perhaps some subscriber to HOME PROGRESS may furnish such a journal for posterity.

ON THE COMMITTEE OF CHILDHOOD'S HEALTH EXHIBITION OF BOSTON

THE Committee of Childhood's Health Exhibition of Boston is an interesting illustration of economic advance and proper social aid in connection with preventive medicine. At the Out-Patient Department Clinic of the Children's Hospital of this city a demonstration of a few practical points, — such as the dipping off of cream, exhibition of various rubber nipples, with a few facts on simple modification of milk, — was graphically given by a physician during the summer of 1907. Three years after, one of the mothers returned, wishing to see the original demonstration repeated. It was this evidence of interest, which had withstood a test of three years, that led to the formation of the Committee of Childhood's Health Exhibition.

Originally, the Committee was to be an information bureau, to which mothers could apply for knowledge regarding the care of their babies,

the buying of needful utensils for the nursery, the proper cooking of foods, and the ways and means for obtaining proper care of their children. It was early seen that permanent exhibitions along these same lines were necessary; and talks and demonstrations of the same naturally developed.

The Committee felt that a nurse, especially trained and enthusiastic, could develop these exhibits and that such could be transported from place to place to instruct graphically other groups of citizens. It was hoped that the time and labor for transportation and use of a nurse could be partly supported by those asking for the exhibitions and demonstrations. As a later step, it was thought that the department stores, supplying utensils, could be brought into competition, making it more economical for young mothers to procure the essentials.

The scheme of producing such exhibits developed as follows: a nurse investigated personally the various stores where the necessary articles for different exhibits were offered. She then put these exhibitions on as economical a scale as possible and offered them complete to a group of physicians (specialists). On being passed on by this medical committee they were accepted, and made a permanency. In connection with these exhibitions the nurse developed talks so that she could travel with the exhibits, and in that way, bring out points necessary to emphasize.

This nurse has coöperated with mothers' clubs, public gatherings, childhood welfare meetings, and

already, with the exhibit, has visited several places in the surrounding cities in helping to educate the public. Enthusiasm on the part of the public has been gratifying. Similar committees have been formed in several places with an idea of helping each other in originating more practical means to develop healthy citizens.

The definite budget for such a nurse and exhibition is a small one. The existence of such a committee and its work is one more arm to preventive medicine.—HENRY I. BOWDITCH, M.D.

FAMILY CONCERTS

WE are all more or less aware of the value, and indeed the necessity, of furnishing books to all children, and even of making it possible for them all to see good pictures. We are apt, however, to regard music as something that we need provide only for the exceptional child, the child who shows signs of being what we call "musical." This is due partly to the fact that music lessons are more expensive than books, and that a ticket to a concert costs about four times as much as a ticket to a museum.

Our mistake is in fancying that costly music lessons and concerts are the only means of furnishing musical instruction of the best kind to children. Some of the finest music in the world is so simple that any mother who plays the piano at all can perform it for her children, and, moreover, teach them to play it themselves. As for hearing music, a child can hear in church some of the best music in the world.

Symphony orchestras are wonderful things. But family orchestras can be made as valuable in the development of a child's musical taste and appreciation. A little girl, singing to the piano accompaniment of a young brother, a boy, playing a violin obligato to his small sister's piano piece, a father playing the 'cello for the delight of the whole family, — any one of these is as valuable in the musical education of the children of the nation as attendance at the concerts of a symphony orchestra.

Let us have family concerts. All the children may take part in them, from the little kindergarten child, singing her songs, to the father or mother, playing on some instrument, or singing some simple and beautiful classic air. This, moreover, will promote not only musical taste in the family, but also good fellowship between its members, large and small.

"TRUTH" AND "VERITY"

IN teaching children to love and to tell the truth, we must first of all explain to them what truth is. How shall we do this? What shall we tell them it is?

There is a kind of "truth" that is only "verity." Thus, if one says to a little girl, "What color is your apron?" and she replies, "White and black," because she has spilled

a bottle of ink over the front of the apron, — she is being veracious, but she is not being truthful. The impression she gives by her so carefully literal reply is false. Should she, however, answer, "It is white, excepting for a black ink spot on it," she is truthful; she has given a true impression.

We should be very careful about accusing children of having told lies: their ideas of what constitutes truth are so different from ours. Then, too, they see the world through rosier glasses, and through bluer glasses too, than we grown-ups do. They can only tell us what they see.

We must never relax in our efforts to make them see truly and report accurately. Neither must we ever allow ourselves to forget that they are in the same class with Lewis Carroll's "Gardener," — who "thought he saw a buffalo upon the chimney-piece," and "looked again and found it was his sister's husband's niece." No doubt, had he looked a third time, he would have found that it was something different. We must urge the children to "look again" many times before they declare themselves definitely and ultimately as to what they have seen. Furthermore, we must be patient with them when they are untruthful, and when they are so nearly truthful as to be "veracious." Truth is a virtue of slow and difficult growth.

WHOLE DUTY OF CHILDREN

A child should always say what's true,
And speak when he is spoken to;
And behave mannerly at table —
At least so far as he is able.

ROBERT LOUIS STEVENSON.

TRUTH-TELLING IN CHILDREN

BY WILLIAM S. PACKER

It is one of the messages of modern science that human beings tend to be normal. Disease of the body is regarded as a disturbance of a normal condition of the body. The measures taken to cure it are such as are calculated to allow a return to normality. One of the noted writers upon medical subjects estimates that less than one per cent of the children born are physically abnormal at birth.

That the physical and the psychic parts of the human animal are closely inter-related is another of the bywords of the age. When the body is abnormal, the soul, or whatever name is given to the psychic nature, is also likely to be abnormal. The reverse is also true. It follows, then, that we should learn to look for normal children physically if we expect them to be normal psychically. A very noted student of criminals, who is as well a successful reformer of criminals, gives it as his judgment that there are few persons who are congenitally criminal. He has learned to seek for the causes

of those actions which bring individuals into unpleasant relations with society, in the influences which operate after birth, rather than in those which operate before.



From a photograph by Alice Austin.

"It is to be expected that children will tell the truth."

All this, when taken in connection with the problem of truth-telling in children, means that it is to be expected that children will tell the truth, just as it is to be expected that they will run and shout and climb trees. It also means that the lying child is to be accounted for, in the long run, by finding a defect in upbringing rather than a defect in ancestry. An acute case of untruthfulness,

like an acute case of almost anything else, is often an alarming case, and sometimes an extremely unpleasant one, but should never be regarded as a hopeless case. It is the chronic condition and not the acute one which baffles skilled treatment. It is the congenital ill of body and soul which, even more than the chronic, resists efforts for alleviation. Naturally, most of the attention that should be given to the matter which is in hand should be bestowed upon

those instances which are examples of acute lying, rather than upon those which come under the head of chronic or congenital.

The great difficulty is that those who come into this life, trailing clouds of glory, meet with all sorts of conditions which tend to corrupt them. The person who has been accustomed to relax after the manner of a pussy cat in youth, is the same one who pays five dollars a lesson, later on, to be taught some Eastern method of relaxation. The person who had a faultless digestive apparatus as a child, is told later on that the whole of life must be spent in care as to what he puts into his mouth. Somehow, there is a great abuse and misuse of the physical part of us, and there is a corresponding abuse of our psychic nature.

The question is not how to teach children to tell the truth, but how to recover those who have fallen into lying. In this, a study of certain typical cases is of first importance. In general, we may expect to find the reason for untruthfulness discoverable. Let us turn to typical cases.

A woman of great hopes and large social ambitions was one day disturbed by having a friend congratulate her upon the news that she had taken a cottage for the summer at a very costly resort. Although she was one who always made a little more than the best of things, she was



From a photograph by Alice Austin.

"Truth-speaking is normal."

startled. It happened that she had been occupied that very day in studying the family budget to see if, by any possible way, she could manage as much as a month in a very inexpensive boarding-house in the country. She was much annoyed at such a report being current. She had even that most plaguing of sensations of having, perhaps, been the victim of a practi-

cal joke. This was not decreased, when, later in the day, a second friend greeted her with the same appreciation of her good fortune. She was deeply troubled. When the same thing happened a third time, she turned scarlet, and started to investigate, for she knew that there had been a lie somewhere.

Finally she ran down the lie: it had been started in her own house. The teller had been her own eight-year old daughter. One Thursday, when the maid was out, this little girl had opened the door for a calling acquaintance of her mother's. The child had invited the lady in, and had entertained her. In the course of the visit she had told the troublesome story. As she said to her mother afterward, "I talked to her in that dressy way you have with company." The untruth was not punished, except in the inner consciousness of the mother. In that house it had been the custom to do something more than keep decently shut the door of the closet which contained the family skeleton. The

habit was rather to point with pride to the closed closet door, and hint that it contained an heirloom.

Children learn much from imitation. This little girl had learned a disregard for truth in many lessons from her mother. The case is possibly an extreme one, but it is the magnified cases which enable the study of phenomena. The unreality which prevails in many homes is the source of much untruthfulness. Grown-ups may look on certain conventional falsehoods as the only things to say under given circumstances. The child makes no such fine distinctions. To the child the person who pleads a previous engagement, when acceptance would bore that person, has said what is not so.

Many an adult remembers the moral shock which attended the fall of some hero or heroine, when in childhood it was discovered that that person had told what is commonly regarded as a white fib. There is always a danger to the child when some older member of the family is discovered making the sacrifice of truth to tact. A father and mother may be forced to choose a reputation for bluntness in order to avoid a risk

to the moral nature of their children. It may be that the child is right about preferring bluntness. It certainly adds a bracing quality to character.

A very neat and tidy suburb took great pride in its schools. Its people were most of them blessed with children, and had worked hard to make the public schools of a high standard. Among other things, it was the boast of the school committee that rulers were not used by the teachers for purposes of correction. Imagine the consternation, then, when the word went round that little Georgie Reeves had been punished with a ruler. The children came home bulging with the news. One excited woman telephoned to another about

it. Mrs. Reeves received much sympathy, and many volunteered to help her when she should make her attempt to oust the brutal teacher. The men talked it over on the 8.16 train in the morning.

One mother, who had herself been a school-teacher before her marriage, decided to get at the rock-bottom facts. She sought an interview with the teacher and found that, according to her,



From a photograph by Alice Austin.

"Truth-Teller was our England's Alfred named."

no violence had been used. She had kept George after school on a matter of conduct, but had done no more than speak to him. Finally, the boy was reëxamined. He said that the teacher spoke the truth. The story had arisen because several boys, one after another, had pointed their fingers at him as he came out of school and had said, "She used the ruler." The boy had denied it more than once, but had finally either come to believe the story himself, or had thought further argument useless. He had told what was not the truth either as a victim of suggestion, or as one who found that, as no one believed him, it was less trouble to give in.

This is an illustration of a case in which it would have been a great mistake to tell the boy that he was a liar. The proper treatment was to show him how much better it would have been had he remained silent under the taunts, and allowed no one to get his admission to what was not so.

Some parents, in their zeal for truth, manage to place a premium on lying. When a breach of paternal or maternal law is suspected, they hold a cross-examination and the admission of the misdemeanor is promptly visited with corporal or other punishment. This is sometimes the case in boarding-schools. Such institutions are splendid places to avoid. An incident which happened in the writer's freshman year in college still remains with him. One of his classmates told a most palpable lie to an instructor. It happened in the presence of some forty

young men. An audible gasp was emitted by the whole roomful. The particular statement was such as to be entitled to a blue ribbon at an Ananias Club dinner. The man who had made it whispered to those nearest him, "If I had not been able to lie, I should never have got through Blank Academy."

The method at Blank Academy must have had essential similarity with the home-made method, in which a child is put upon the witness stand and made to testify against himself. This may be necessary, once in a long time, but if it is often used the truth will hardly be told even once in a long time. No method, yet discovered, is capable of producing so many ingenious liars *per capita* as this. Only a very few children are proof against it.

Many of the probation officers and judges of children's courts have exhibited what has been called a genius for obtaining the truth from juvenile offenders, even when such statements are extremely damaging to those who make them. The boys and girls who come before them are of the most untruthful variety known. The first nation-wide success in this line was made by Judge Lindsay, of Denver. Almost every one, except himself, ascribed his power to a sort of supernatural gift with children which very few possessed. He gave no such explanation. He said it was not a peculiar gift, but a peculiar method, which might be used by almost any one.

So many others have succeeded with the same method that the Judge has proved his point. The method he advocated was the estab-

lishment of a relationship, of a personal relationship, with wayward children. Once that was done, he got the truth, and he got it almost every time.

It is possible to look a person in the eye, and not tell the truth. But this is only possible, in the great majority of cases, when the speaker regards the one addressed as an enemy. Human beings are so made that before they can lie to a friend, they must break the friendship. When the parent is "chums" with the child, truth-telling rises to something very close to one hundred per cent. That relationship takes time to establish, but, once it is created, there is no need of reading books to find out how to get the boy or girl to speak the truth, at least to the parent.

It sometimes happens that the truth is told to one person and not to another, and for this reason that there is a spiritual relationship with one and not with the other. The measures taken to correct this should be along the lines of extending relationships. The religion which speaks not of "My God," but of "Our Father," is the best means of making the child conscious of an obligation to speak truthfully to all people. There are many youthful snobs, even in the poorest quarters of the city; but despite their youth, the artificial distinctions by which they live have usually been learned from some one somewhere. The natural child is of the kingdom of Heaven, and therefore a democrat.

Even in the best of families some pains are necessary to drill into the immature mind the difference between a woman and a lady. The distinction between the chauffeur and the uncle is one which takes both example and precept before it is mastered. It is often mastered early, but its requirement makes an understanding of the Christian religion a most difficult feat. Somehow, the same mind finds it extremely difficult to give room to both exclusiveness and brotherhood. One or the other fails to receive due attention.

Those parents who are willing to forego the teaching of caste, or to root it out when it has been acquired, will make the greatest progress in getting their children to see the wrong of treating any person with less respect than the most favored individual. The child who grasps something of the brotherhood of man may think of things to lie about, but will find no one to whom to tell the lies.

Truth-speaking is normal. When the truth is not spoken, an abnormal condition is to be sought as the cause. Somewhere, the conditions are not the simple, honest conditions which should characterize a home. The cause may be one thing, or it may be another. It must be removed. When the cause is found and banished, time and patience and love will do their work, and the tongue will return to its stable condition and the truth will again be told.

TOPICS FOR DISCUSSION

(The Editor suggests that the grown-up members of the family meet—either alone or with other subscribers in the neighborhood—at the end of each month; and discuss the topics given in the current issue of the magazine.)

I. HEALTH.

- a. Is my baby properly fed? Has it that best of foods for a baby, breast milk? If not, is the milk given to it pure, clean, and fresh?
- b. Is my baby's bed planned and arranged correctly?
- c. Has my baby sufficient sleep, and sufficient outdoor air? Am I careful to see that it has both its naps and its airings at regular times?

II. MENTAL TRAINING.

- a. Do I realize that music is as important and necessary a part of the education of my children as reading, writing, and arithmetic?
- b. Do I put my children in the way of hearing good music, both instrumental and vocal?
- c. Am I as careful to prevent their hearing, playing, or singing music that is not good, as I am to prevent their reading silly or vulgar books, or seeing ugly or tawdry pictures?

III. MORAL GUIDANCE.

- a. Do I try, by being carefully truthful myself, to teach my children, by example, to love and to tell the truth?
- b. Do I bear always in mind the fact that what may appear to be untruthfulness in a child may be only an expres-

sion of an over-vivid imagination?

- c. Above all, do I realize that the best thing for establishing and maintaining truth between children and parents, and between all persons, is friendship?

LIST OF BOOKS FOR ADDITIONAL READING

(The Editor would advise that members of the course select from this list two or more books under each main topic; and read them at leisure.)

I. HEALTH

1. "The Care of the Child," by Mrs. Burton Chance. (The Penn Publishing Company.)

One of the sanest treatments of the subject that has recently appeared. The mother of a young baby will find it of particular value.

2. "Home Sanitation," by Ellen H. Richards and Marion Talbot. (Whitcomb & Barrows.)

A brief and simple presentation of the most important details to be considered in connection with the scientific care of the dwelling house; prepared by two experts.

3. "A Country Doctor," by Sarah Orne Jewett. (Houghton Mifflin Company.)

A story which should be in every family library. Not only parents, but children also will learn through its pages how near to the heart of the physician is the welfare of his patients.

4. "The Family Health," by Myer Solis-Cohen M.D. (The Penn Publishing Company.)

A very useful book. It is so practical in its suggestions and directions that even in the most simply appointed house they can be put into practice.

5. "Sanitation in Daily Life," by Ellen H. Richards. (Whitcomb & Barrows.)

A book which every grown-up member of every family should read.

6. "Gentle Breadwinners," by Catherine Owen. (Houghton Mifflin Company.)

A delightful story. In it some of the economic problems which face the women of the household are most graphically presented.

II. MENTAL TRAINING

1. "The Riverside Song Book," (Houghton Mifflin Company.)

A book of songs for the nursery children.

2. "First Visits to Tuneland," and "Twelve Magic Keys to Tuneland," by Mabel Madison Watson. (Arthur P. Schmidt.)

Two books of the very simplest musical compositions, written by a well-known teacher, for her pupils. A mother with even the simplest knowledge of piano playing, could, by using these little books, give her children piano lessons.

3. "Musical Education," by Albert Lavignac. (D. Appleton & Company.)

A remarkable book. The mother who is considering the musical education of her children will find this book of great value to her.

4. "The Book of the Little Past," by Josephine Preston Peabody. (Houghton Mifflin Company.)

A volume of exquisite lyrics for and about children. Children, parents, and grand-parents too, will delight in this book.

5. "The So-and-So Family," by Ethel C. Brown. (E. P. Dutton & Company.)

A quaint book, which is sub-titled "The Drawing Book of a Child of Nine." Children of nine, and children both under and over nine, will like it.

6. "Mother Goose in Silhouette," by Katherine G. Buffum. (Houghton Mifflin Company.)

A new presentation of this classic nursery book. Young and old will enjoy it.

III. MORAL GUIDANCE

1. "The Story of a Child in Old Chester," by Margaret Deland. (Houghton Mifflin Company.)

A story which the mothers of "difficult" children should read. It throws an illuminating light on the subject of the "mis-understood" child.

2. "Our Children," by Paul Capus. (The Open Court Publishing Company.)

A helpful little book. It considers the problem of the moral guidance of the child from a new viewpoint.

3. "The Godparents," by Grace Sartwell Mason. (Houghton Mifflin Company.)

An extremely interesting story of a boy, whose godfather and godmother decide to take charge of him when he is left an orphan. Lovers of children, and lovers of lovers also, will find great pleasure in reading this book.

4. "Poems of American Patriotism," selected by R. L. Paget. (L. C. Page & Company.)

A very excellent anthology. Patriotic parents will be glad to have this book for their children.

5. "Lamps and Paths," "Sermons to Children," by Theodore T. Munger. (Houghton Mifflin Company.)

A unique book. Families living remote from churches will find this book a valuable aid to making the "children's Sunday" a churchly day to them.

6. "The Talking Beasts." Edited by Kate Douglas Wiggin, and Nora Archibald Smith. (Doubleday, Page & Company.)

The most complete book of fables yet published.

THE EDITOR'S FIRESIDE

THIS, the third number of the HOME PROGRESS MAGAZINE, continues the first course, the Health, the Mental Training, and the Moral Guidance of Children. The consideration of the first of the three main divisions of the course, Health, has to do in this number (as it had also in the second number) with the care of the infant. The second part of Doctor Howard's treatise on this subject appears in this number. It is illustrated — as was the first part — with photographs provided for this especial purpose by Doctor Howard and by Doctor Henry I. Bowditch.

The Editor would suggest that members of the course continue their work in it this month, by reading the sixth, seventh, eighth, ninth, and tenth chapters of "The Handbook of Health"; making notes of such points in them as require further explanation. Then, Doctor Howard's article should be read; following this, the Editorial "On the Committee of Children's Health Exhibition of Boston," written by Doctor Bowditch. When this reading has been carefully done, members should turn to the "Topics for Discussion," and read and discuss after the manner suggested in the Editorial note preceding them, the topics under I.

The explanatory chapters of "How to Tell Stories to Children" have now been fully read by our

members. We would suggest that they turn their attention to the "Stories Selected and Adapted for Telling," following the five explanatory chapters of the book; and select from each of the three graded groups of stories there given the first four stories, in order; and read and consider them in their relation to the principles set forth in the explanatory portion of the book. Notes should be taken, according to the suggestions given in the opening Editorial of this number of the magazine. After which, Miss Watson's article, "The Place of Music in the Child's Education" should be perused; then the Editorial, "Family Concerts." Finally, the Topics for Discussion under II should be used according to the general hints given. This all comes under the second main division, Mental Training.

With the third main division, Moral Guidance, a like method is to be followed. The second chapter of "As the Twig is Bent" should be re-read; because it deals in detail with the subject of Mr. Packer's article, "Truth-Telling in Children." Then, the sixth, seventh, and eighth chapters should be taken up; next, Mr. Packer's article; and following that, the Editorial "'Truth' and 'Verity.'" Lastly, the Topics for Discussion under III should be employed, according to the suggestions made. When all this has been fully accomplished by

the member, a letter might be written to the Editor, setting forth such questions, problems, and needs as the particular member possesses. All letters will be regarded as confidential; personal replies will be sent in every case. Our members are so scattered about the country that it is only by such personal communications that the Editor is able to adapt the course to the needs of each particular member.

"The List of Books for Additional Reading" this month is made up of books related especially to the subjects considered in the three main articles. The Editor earnestly hopes that each member will choose from this list two or more books un-

der each of the three main topics and read them at leisure.

The reprints are, as they invariably will be, taken from the best literature of the world. They are chosen, as usual, with a view to their relation to the books used in the course, and to the articles and Editorials appearing in this particular number of the magazine. All of them are suitable for family reading. We have also taken care to provide poems appropriate for the children.

Three new books are reviewed. One of them is a book about music; one is a history, and one is a book of especial interest to the mothers of children of kindergarten age.

OUR BOOK TABLE

A HISTORY OF ENGLAND

By Rudyard Kipling and C. R. L. Fletcher

THE old adage, "There is no royal road to learning," is belied by this book. Not since Charles Dickens wrote "A Child's History of England" has so interesting a work on this subject been offered to young readers. The book deserves to be put on the same shelf with the earlier volume, — to stand beside it.

The prose portion of the book is contributed by Professor Fletcher. The poems are the work of Mr. Rudyard Kipling. The proportion of prose and poetry, and the relation of the one to the other, remind the reader of the balance of blank verse and song in Tennyson's "Princess."

The prose is interestingly writ-

ten; it reads like a story. As for the poetry, — Mr. Kipling is at his happiest in it. (Doubleday, Page & Co. \$1.80 net.)

THE MUSICAL AMATEUR

By Robert Haven Schauffler

THIS is a book made up partly of personal reminiscences, and partly of interpretations of them. The author (an amateur musician in his own judgment, but a professional musician of great gifts and high accomplishments in the eyes of every one else) tells the story of his own musical development from the time of his infantile rattle to his present-day 'cello. Between the rattle and the 'cello, he played on divers instruments.

The accounts of the various

stages of Mr. Schaufler's progress in music are told with great charm. The chapters which have to do with other musicians are lighted by keen insight and a really unique sympathy. As for those portions of the book which deal with music itself, they are permeated with that love for music — and that reverence for it, moreover, — which only a true musician knows in its fullness. Throughout the entire work, there runs a delicate thread of fanciful humor.

Perhaps no portion of the book is more significant than the table given in the chapter entitled "The Wearing Qualities of Music." We reproduce it herewith.

QUALITIES THAT WEAR	
WELL	ILL
Subtlety Reserve Variety Originality Inevitability Simple opulence Sentiment Balance between intel- lectual and emotional elements Repose Beauty	Obviousness Exaggeration and gush Monotony Reminiscence The strained Flamboyant poverty Sentimentality No balance between in- tellectual and emo- tional elements Restlessness Prettiness and ugliness

One might well judge other things than music by this table. Especially might one weigh and measure persons by it. It is significant that Mr. Schaufler uses it for taking the measure of music. To him, music is as real a thing, and as subtle a thing as personality. (Houghton Mifflin Company. \$1.25 net. Postage, 10 cents.)

THE HOME-MADE KINDERGARTEN

By Nora Archibald Smith

THIS book, written by an authority on the subject of the kindergarten, is a most successful attempt to adapt the principles of Froebel to the needs of mothers in homes remote from cities. The book is written in the form of letters to mothers, living as the author says in her opening sentence, "on the rolling prairie, the far-off rancho, the rocky island, and the lonely lighthouse, the frontier settlement, and the high-perched mining camps."

The book is very valuable, in that it suggests ways of using such materials for kindergarten work with children as are to be found in the spots mentioned. Mothers of small children, living where well-equipped kindergartens are unknown, will find in this book an answer to the well-known question as to what to do with the time of children too small to go to the "district school."

Realizing that women living in such far-away places find labor-saving devices as difficult to come by as kindergartens, and therefore are busier than city women, the author of the book is careful to make her advice applicable to women of scant leisure. Indeed, the very appreciation of the fact that an already busy woman cannot add to her hours of work, gives one of the chief charms to this delightful, as well as so practically useful, book. (Houghton Mifflin Company. 75 cents. Postage, 6 cents.)



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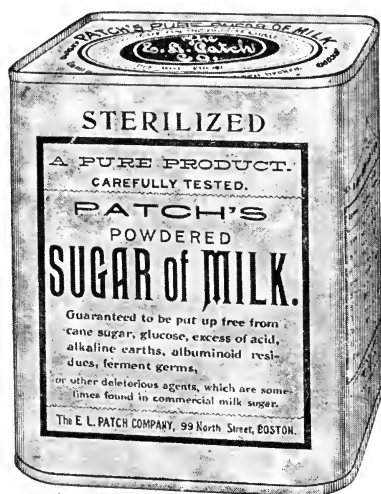
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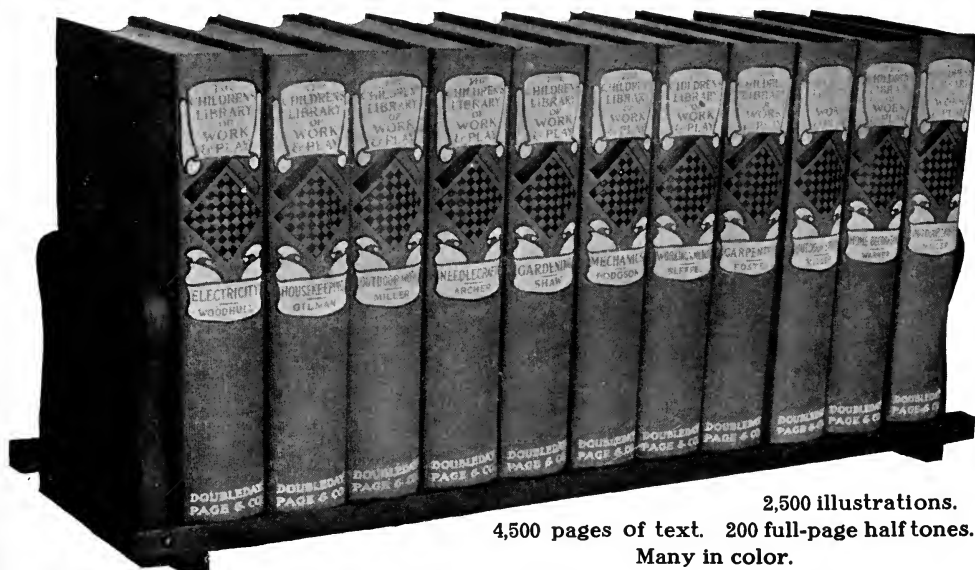
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THE CHILD'S EYES AND EARS

BY THEODORE JEWETT EASTMAN, M.D.

Assistant Visiting Physician to Out-Patients, Massachusetts General Hospital ; Assistant Visiting Physician, Long Island Hospital ; Consulting Physician, Massachusetts Charitable Eye and Ear Infirmary

SOMEBODY has said that "life is just one pesky thing after another" and it seems to me that the author of that statement must have had experience with children! Bumps and bruises, stomach aches and tooth-aches, sore throats and earaches, cinders in the eye — all these and innumerable others come crowding along in rapid succession in childhood. Some of them we cannot prevent, but must treat after they are done; but others we can avoid, and still other things can be seized in the beginning, and stopped, before any real harm has been done. It is to these two last classes that I am going to call attention.

Most experienced mothers can lend "first aid to the injured," which often saves much future trouble; but there are cases where this is not only unwise, but expensive, — as in an instance which came recently to my notice. A small boy had a cold in his head and inflamed eyes; which the mother thought of little account; — so she merely kept the boy at home from school, and bathed his eyes occasionally. At the end of two days the child was no better, and the doctor who was called found a well-developed case of measles.

Now, the two other children in the family had been exposed to the infection for two days, and later they developed measles, — a misfortune which might perhaps have been avoided had the doctor been called in the beginning, and the boy quarantined from the other children.

Reddened eyes can mean so many things: — cinders, a blow, fatigue, mumps, cutting a tooth, measles, ulceration of the eye, some irritant or infection introduced by the fingers, a cold in the head and so on — that it is not always wise or economical to depend on even the "mother's instinct" for a diagnosis, nor to temporize with bathing the eyes, or putting "drops" into them. There are certain things that mothers may do; but there are many that they *must not* do, and one of them is to delay sending for the doctor in any case of doubt.

One of the commonest accidents of childhood is to "get something in the eye," and the invariable temptation is to rub the afflicted member. This action nearly always serves to make matters much worse, for the pressure buries the cinder or other foreign body deeper in the delicate membrane



Courtesy New York Commission for the Blind

New York City school children, of defective eye-sight, without glasses

covering the eye or the inner side of the eyelid. Instead of doing this, we should do the opposite thing, that is, remove the pressure from the eye ball by seizing the upper eyelashes and drawing the lid outward and downward over the lower lid, and holding it in that position for a minute or so. In this way the irritating speck is often washed away by the flood of tears that is poured out for that purpose when the eye is injured, and if this does not remove the irritant, releasing the hold on the upper lashes, and letting the lid in returning to its place slide over the lower lashes, often wipes off the annoying particle.

If after two or three trials of this the irritation continues to be severe, another person should examine the eye. First, examine carefully the eye itself, having the patient look far upward, downward, and to each side; and then if nothing is found,

look on the inner side of the upper lid. To do this, grasp the upper eyelashes with the finger and thumb of the left hand, press gently with a dull pencil point or the wooden end of a match held in the other hand, just at the centre of the lid and about an eighth of an inch above its edge. Tell the patient to look at the ground and then quickly but gently lifting the lid directly upward by the lashes turn it wrong side out over the pencil point or match. In this way the inner surface of the lid is exposed, and the foreign body can be seen. Remove it by wiping with the corner of a *clean* handkerchief—which by the way should *never* be moistened in the mouth as is frequently done. If the speck is seen on the “glassy” or “sight” part of the eye it is not wise to try to remove it, because serious injuries to this delicate part may be caused by an inadvertent movement by the patient when the eye is

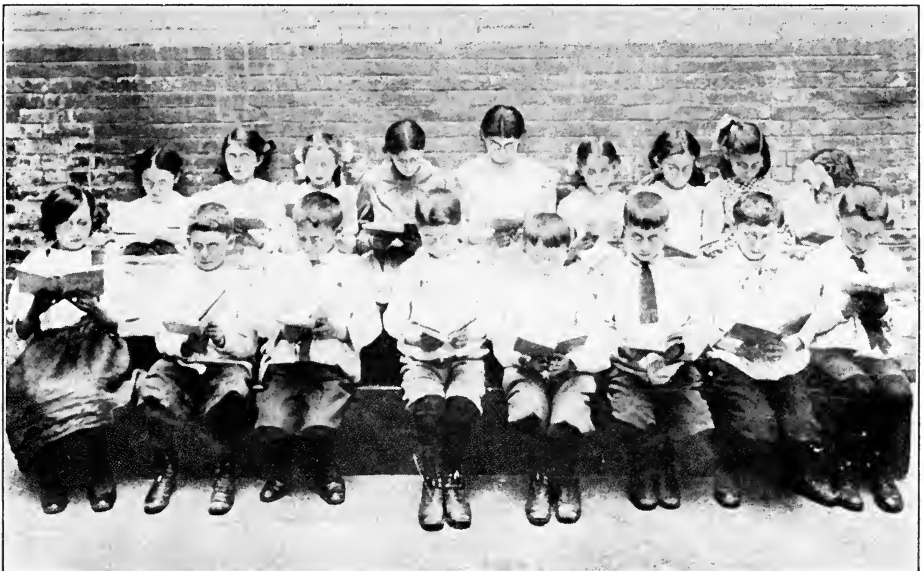
touched. It is safer to let a physician attend to this, for he, by means of "eye drops," can make the eye insensitive, so that pain and the resulting involuntary movements will be prevented.

Children not infrequently have a habit of pulling out their eyelashes, a practice which often causes trouble. In the first place, the lashes are meant as a protection against dust, insects, and other undesirable things; and furthermore, every time a lash is pulled out a tiny hole is left into which germs may find an entrance and produce a painful abscess or "stye."

Children can and should be taught not to rub their eyes, but to grasp the eyelashes and pull the lid down, and, if not successful in removing the annoyance, to come to parent or teacher for help. The Chinese saying: "Rub your eyes only with your elbows," I have

often found useful in dealing with children. The eye is very easily affected by infections, and time is very precious when dealing with them, so at the first sign of redness, blinking, and a flow of tears on exposure to the light, a good doctor should be consulted. A few hours' delay has in many cases meant the loss of sight; but if a delay is unavoidable on account of the distance from the doctor, it is always safe to keep the eye closed and covered with a compress wet in cold water, and changed every few minutes, or as often as it begins to become warm. For safety, it is best that the water should be boiled, and then cooled by surrounding with ice the jar or pitcher containing it.

If a child rubs the eyes a good deal, something must be the matter; and we should find out what it is. It may be an ingrowing eyelash, an inflamed condition of the upper lid,



Courtesy New York Commission for the Blind

New York City school children, of defective eye-sight, with glasses

or it may be the result of defective vision. In this last case, especially, the child frequently passes the hand over the eyes in an effort to brush away the "specks" or "cloud" which seems to come before them after a little use.

Poor eyesight may also be indicated in other ways. The child holds the book too near the eyes, — and any distance less than fourteen inches denotes near-sightedness—the eyes tire easily, bringing on headache or sleepiness, tears flow, the child puckers up the eyes, and wrinkles the forehead, or blinks the eyes in trying to get rid of the "sand" that seems to be in them, or shuts one eye in case one is weaker than the other.

Any of these things demands a visit to an expert, and by this I mean a physician trained especially in the science of the eye, and *not* to a store optician or to one of the unintelligent, untrained individuals calling themselves "optometrists" or "doctors of optics," who display a magnificent diploma as the result of having taken a five-dollar correspondence course in some mail order "school of optics." We very frequently see eyes that have been greatly injured, or even ruined, through their ignorance of the cause of the trouble, or of their treatment for it. To expect one of them to treat eyes is like expecting a black-

smith to mend a delicate watch — but it is more dangerous, for you can buy a new watch after the blacksmith has wrecked yours.

If either of the parents is near-sighted, the children's eyes should be watched with even more than ordinary care, for evidence has shown that children inherit a tendency to be similarly affected.

"Cross eyes" or squints may be of two kinds: either present at or shortly after birth, or caused in childhood by defects of vision. The former kind can be remedied by simple operations, and the latter—usually an inward turning of one or both eyes—which comes on gradually,—usually during the school age,—by wearing properly fitted glasses.

A hundred years ago a famous Vienna doctor said: "People hug

the ill-understood principle that children must be occupied all day long. . . . Of reading, writing, language-learning, drawing, arithmetic, sewing, singing, piano and guitar playing there is no end, till the tormented creatures are pale, feeble, and drooping, and become so short-sighted and weak-sighted that at last there is nothing for it but calling in doctors to give advice."

Unfortunately, the same complaint is often justifiable to-day. To be sure, the school session has in



Courtesy Mass. Commission for the Blind

Failing sight due to mal-nutrition

most places been so shortened as to give the children several free hours in the afternoon, but at what cost? There is a certain amount of work to be done, and it has been compressed into fewer hours at higher speed, with no recess, or an inadequate one. Constant application to study for four or five hours with perhaps one short recess, is far too great a strain on a child's eyes, not to speak of his mind and body.

I am convinced that there should be a recess of fifteen minutes after every hour of work, and of a half hour at the end of the third hour. During these recesses, the children should be allowed to go at will about the room or go outdoors, make all the noise they like, — in short, do anything which refreshes the mind and body, and consequently rests the eyes and brain.

Children vary tremendously in their methods of study: some mope and dawdle over their books without really applying themselves to the task in hand. Others study long and industriously, learning slowly but thoroughly; while still others of close application and quick comprehension and learning get their lessons in a very short time. For

this reason, we cannot make a hard and fast rule about the length of the home study period, except that it should be as short as possible and not more than two hours daily. Furthermore, it is of the greatest importance that parents watch carefully over the home study hour. They must see to the student's

posture, provide adequate light behind and to his left, and never allow reading, writing, or drawing by an uneven or flickering light, in twilight or by fire-light, or with the light directly in front. They should insist on a short "recess" at the end of each half hour of study, and should do their best to teach their children to study diligently, and give their whole attention to the



Courtesy Massachusetts Commission for the Blind

A child who became blind, owing to ignorant treatment

work in hand, so that it may be got out of the way, and the eyes and the mind be relaxed, as soon as possible.

As with the eyes, so it is with the ears: — the mental development of the child depends greatly upon their being normal. Deafness of a greater or less degree is not rare, though frequently the slighter affections are not recognized as such. More frequently the deaf child is accused of inattention, laziness, or even feeble-mindedness, simply because he does not hear; and he frequently

increases the appearance of dulness by keeping the mouth open a great deal in order to hear better. Such children are greatly handicapped in school, before their disability is recognized, for they miss a good deal that the teacher says, and are usually backward in their studies.

We all know that a severe cold in the head diminishes our keenness of hearing. This is because the inner opening of the ear, behind the nose, becomes "stuffed up," a condition that is the most frequent cause of deafness in children, — arising from actual mechanical obstruction by adenoids. The presence of these growths complicates matters, for they so diminish the breathing space in the nose and so prevent the child from getting enough air, that nutrition and development, appetite, memory, the ability to learn, and the mental processes in general suffer, thus adding to the child's apparent deficiency.

A child should hear a whisper at a distance of twenty feet, if not engrossed in something else; while a slightly deaf one can hear it only at four to six feet; if a child seems unresponsive and inattentive it is well to make this test. If a child is deaf in only one ear he is apt to turn his head so as to hold the better ear toward the source of the sound.

Diminished hearing in children often arises from the presence of so-called "ear wax" in the outer canal. This the parents should not try to remove, on account of grave danger of infecting the ear or of injuring the ear drum. The child should be taken to the physician, who can

best remove the accumulated secretion; and who knows how to treat the ear, if the deafness is owing to other causes.

Other symptoms demanding an expert examination are buzzing and other noises in the ears, dizziness, mouth-breathing, and pains in the ears. At the first sign of any discharge from the ear a specialist should be consulted immediately, for a delay may not only mean a permanent injury to the hearing, but it may mean an extension of the disease to other regions near the ear, — even to the brain, where it will cause meningitis. Great care should be taken in any such case that the outer ear is kept very clean by frequent washings, for the discharge may be very poisonous, and the transference of any of it to the eyes — by the fingers, for instance, or by a soiled pillow — may cause an inflammation which will seriously injure, or even ruin the eyesight.

Any interference with the ears should never be undertaken except under the direction of a physician, for serious injury may result. Small children are prone to stick small objects, such as beans or beads, into the ears, and attempts by parents to remove them with crochet needles or button hooks usually serve only to push them farther in, perhaps injuring the delicate ear drum, or at least making it very difficult for the physician to remove them, even with his special instruments.

The removal of accumulations of "ear wax" by "boring out" with the rolled up corner of a towel or

handkerchief nearly always forces the material farther in. It is far safer to let a physician remove it by careful syringing, which he will follow with a gentle drying out with cotton, and, in some cases, with an antiseptic dusting powder.

Children often put matches or twigs or pins into the ear for the purpose of cleaning or scratching the wall of the canal, — a practice that must be strongly discouraged by the parents; for a serious injury to the ear drum may be produced in this way, and dangerous, and even fatal infections of the ear may be caused.

From the custom of piercing the lobe of the ear for earrings, serious results not infrequently occur, for if it is not done under strict surgical cleanliness — regarded as a real



Courtesy Massachusetts Commission for the Blind

Little pupils at a kindergarten for the blind. All these children are avoidably blind

operation — infection may take place and an abscess form, or erysipelas start and spread on all sides, perhaps ruining the hearing or even causing death.

Many a girl has regretted, on growing up, the

disfigurement caused by pierced ears, a relic of barbarism now fortunately no longer fashionable; — for women who wish to wear earrings can now attach them by a screw clasp which does not injure the ear, nor expose it to danger.

The ear is a very delicate and important organ, and it need hardly be said that it must be treated with the greatest respect! A thoughtless "box" of the ear or a sharp "tweak," whether in anger or in play, has often injured or destroyed the hearing.

NAUGHTY CLAUDE

When Little Claude was naughty wunst

At dinner-time an' said

He won't say "Thank you" to his Ma,

She maked him go to bed

An' stay two hours an' not git up, —

So when the clock struck Two,

Nen Claude says, — "Thank you, Mr. Clock,

I'm much obleeged to you!"

JAMES WHITCOMB RILEY.

THE MILLER, HIS SON, AND THEIR ASS

A MILLER and his Son were driving their Ass to the fair to sell him. They had not gone far, when they met a troop of girls, returning from the town, talking and laughing.

"Look there!" cried one of them. "Did you ever see such fools, to be trudging along on foot, when they might be riding?" The Miller, when he heard this, bade his Son get up on the Ass, and walked along merrily by his side. Soon they came to a group of old men talking gravely.

"There!" said one of them; "that proves what I was saying. What respect is shown to old age in these days? Do you see that idle young rogue riding, while his father has to walk? Get down, lazy boy, and let the old man get on!"

The Son got down from the Ass, and the Miller took his place. They had not gone far when they met a company of women and children.

"Why, you lazy old fellow!" cried several at once. "How can you ride upon the beast, when that poor little lad can hardly keep up with you?"

So the good-natured Miller took his Son up behind him. They had now almost reached the town.

"Pray, my friend," said a townsman, "is that Ass your own?"

"Yes," said the Miller.

"I should not have thought so," said the other, "by the way you load him. Why you two are better able to carry the poor beast than he is to carry you."

"Anything to please you," said the Miller. So he and his Son got down from the Ass. They tied his legs together, and, taking a stout pole, tried to carry him on their shoulders over a bridge that led to the town.

This was so odd a sight that crowds of people ran out to see it, and to laugh at it. The Ass, not liking to be tied, kicked the cords away, and tumbled off the pole into the water. At this the Miller and his Son hung down their heads. They made their way home again, having learned that by trying to please everybody, they had pleased nobody, and lost the Ass into the bargain.

HORACE E. SCUDDER.

FRUGALITY

My original habits of frugality continuing, and my father having, among his instructions to me when a boy, frequently repeated a proverb of Solomon, "Seest thou a man diligent in his calling, he shall stand before kings, he shall not stand before mean men," I from thence considered industry as a means of obtaining wealth and distinction. — BENJAMIN FRANKLIN.

CHARTLESS

I never saw a moor,
I never saw the sea;
Yet know I how the heather looks,
And what a wave must be.

I never spoke with God,
Nor visited in heaven;
Yet certain am I of the spot
As if the chart were given.

EMILY DICKINSON.

OF ONE WHO NEITHER SEES NOR HEARS¹

SHE lives in light, not shadow;
Not silence, but the sound
Which thrills the stars of heaven
And trembles from the ground.

She breathes a finer ether,
Beholds a keener sun;
In her supernal being
Music and light are one.

Unknown the subtle senses
That lead her through the day;
Love, light, and song and color
Come by another way.

Sight brings she to the seeing,
New song to those that hear;
Her braver spirit sounding
Where mortals fail and fear.

She at the heart of being
Serene and glad doth dwell;
Spirit with scarce a veil of flesh;
A soul made visible.

Or is it only a lovely girl,
With flowers at her maiden breast?
— Helen, here is a book of song
From the poet who loves you best.

RICHARD WATSON GILDER.

¹ Helen Keller.

DAVID COPPERFIELD AND HIS MOTHER

WE sat around the fire, and talked delightfully. I took the little baby in my arms when it was awake, and nursed it lovingly. When it was asleep again, I crept close to my mother's side, according to my old custom, broken now a long time, and sat with my arms embracing her waist, and my little red cheek on her shoulder, and once more felt her beautiful hair drooping over me,—like an angel's wing as I used to think, I recollect,—and was very happy indeed.

When we had had our tea, and the ashes were thrown up, and the candles snuffed, I read Peggotty a chapter out of the Crocodile Book, in remembrance of old times,—she took it out of her pocket; I don't know whether she had kept it there ever since,—and then we talked. We were very happy; and that evening, as the last of its race, and destined evermore to close that volume of my life, will never pass out of my memory.—CHARLES DICKENS.

THE MOUNTAIN AND THE SQUIRREL

THE mountain and the squirrel
 Had a quarrel,
 And the former called the latter "Little prig!"
 Bun replied,
 "You are doubtless very big,
 But all sorts of things and weather
 Must be taken in together
 To make up a year,
 And a sphere;
 And I think it no disgrace
 To occupy my place.
 If I'm not so large as you,
 You are not so small as I,
 And not half so spry;
 I'll not deny you make
 A very pretty squirrel track.
 Talents differ; all is well and wisely put;
 If I cannot carry forests on my back,
 Neither can you crack a nut."

RALPH WALDO EMERSON.

THE EDUCATION OF JANE

BY MARTHA E. D. WHITE

OUR Public School system of education has developed during the last decade along such lines as to change the fundamental conception upon which it at

one time appeared to be based. Education for the average child and group education of systematic progressive steps had dominated its methods and regulated the type of pupils until the critical catchword applied to the system was "lock-step." Any consideration for the particular child and the special case was outside the aim of the carefully articulated "grade" idea. Almost imperceptibly at first, and latterly with an avalanche rush, the general principle that made the "grade" the unit of public school education is giving way before the principle of specialization, which regards the individual child, and provides for each child according to his capacities, idiosyncrasies, and supposed social needs. All that is being done

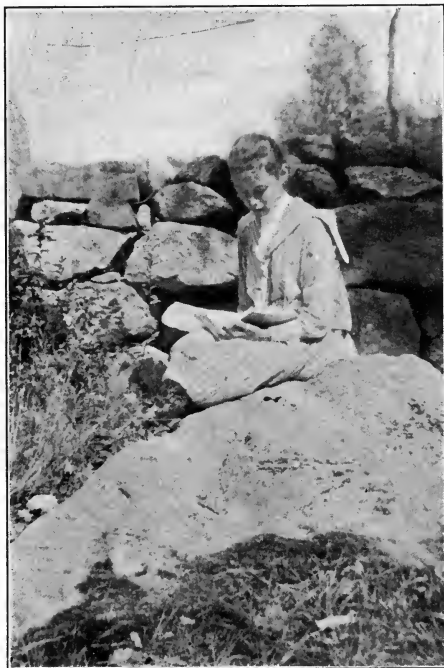
for the children "born short" of any faculty or power; all the progress in vocational education; all that is attempted to make the sys-

tem elastic instead of rigid, witness to this fundamental change in modern pedagogy.

Between this specialization on the one hand, and the net-work of public schools spread over the country on the other, it would seem that no child need be without education of a sort; but that there are many who for some very good reason are still unprovided with the oppor-

tunities to be educated in a systematic way, is common knowledge. Many more are only partially provided for by means of the ungraded rural schools that are still out of touch with modern pedagogical theories and somewhat unpracticed in whatever theories they may hold.

How are my children to be educated? How can means be found to fit them to take their places beside



"Jane"

those of fairer advantages? These questions are the quick concern of many parents. While the answers to them will necessarily be modified by the special elements in each case, a theoretical solution may not be amiss.

We need first to get rid of certain ideas derived from our communistic type of education. The particular despair felt by the young girl because she had never been taught to divide a fraction by a fraction and so could never feel educated, finds ready appreciation from those who have *not* been so deprived.

A very wise and cultured woman experienced humiliation whenever any one idly asked her if she belonged to the College Club in her city. She thought it not quite honest to say "no," without adding that "alas," she "was not a college woman." And she would "rush into all sorts of futilities as to why she had not had the advantages of a college education."

Then there is Stevenson's little boy, —

"Little Indian, Sioux or Crow,
Little frosty Eskimo,
Little Turk or Japanese,
Oh! don't you wish that you were me?"

This charming assumption of



Jane's home

being the best of all possible boys in the best of all possible worlds, the humility of the wise woman confronted by the accepted mode of becoming wise, the uneducated state of the young girl who would never have any possible occasion to divide a fraction by a fraction, are expressions of the normal desire to be, not educated, but "hall-

marked" by our processes of education. To be so marked has unquestioned advantages; but we must rid ourselves of the idea that it has a monopoly of all advantage, or even a ruling share.

It will be easier to get away from this convention now that pedagogy itself has thrown it off and aims to plan a system that shall develop differences in place of likenesses. The national head of public school education has recently said, "I claim that the great purpose of education, finally, is individual; each person should be trained for what he is best fitted to do." If this is true, then the process of education must be individual, and its result must be valued not because of the method or place of acquirement, but for its essential character.

Now let us consider the case of Jane. I choose her because she

would not be called Jane unless her parents were sensible, fairly educated, and ambitious for their daughter. They are all of these things, but life has placed them and Jane out of the reach of an adequate school.

When she was six years old, anxious conversations began and ended with, "How can we give Jane an education?"

Then one day Mother, who had been thinking, said, "You know, Father, Jane must be educated. She must even be well educated. Now what have we to go to work with?"

"Well," answered Father, "we have Jane."

"Yes, we have Jane, and we have the wonderful blossoming world around us, and a few books. I have been thinking that life and books have educated a great many able men. I believe we can do with as little opportunity, if we try. We must have a plan, a good plan, and stick to it."

"Yes, a plan," answered Father, "but play, too; we must have that."

"Hurrah," cried Mother, "for Jane's education, — books and life and play and a good plan. Now that we know what to do, everything will be easy."

They sought first for some purpose which was to unify

their methods, finally finding it in a wise teacher's new definition of culture: "Culture is the deepening, widening, broadening, mellowing, refining of the soul that comes from working with good-will for one's fellowmen."

Under the definition Mother wrote, "So we will make Jane both good and good for something." She may not have known that she was stating the theory of modern pedagogy, but she was.

First on the Plan was play. Until Jane should be eight years old, play would occupy more hours than life or books. For two years, play was to be spontaneous, and playthings few, so that imagination and ingenuity should have opportunity to grow. But during this time, directed play was to find increasing recognition. Life should at this time exact from Jane only that she "help Mother" do some particular thing each day, and books were to be merely story telling, although it was expected that she would learn to read through the medium of natural curiosity, — which she did.

Jane played like happy children

everywhere, and under her mother's skilful guidance came finally to get concrete knowledge from certain games. For instance, when Father sold the gray pony to go to Boston, Mo-



The only school-house in Jane's neighborhood

ther taught Jane how to go to Boston with him. They made a picture on the floor and it looked very much like a map of the United States. Over this picture Jane spent many happy hours, going with gray pony way off and over and through. They fed and watered the pony at every place that Jane should know

more or less,— and never called it recreation.

Second on the Plan was “life, which means also getting a living, and so responsible work.” At least it meant that to Jane’s mother, who had given much consideration to the kind of life that had helped to educate self-made men. And,



Jane and the two children she knew best

about. They crossed deep rivers and high mountains, and finally, when the journey was ended, Jane had an interest in geography. It came then to be a custom to go to market with everything that was sold, so that before long Jane knew how to go to many places, and what she would see on the way. Her father made her some wonderful building blocks, finally, so she could build cities and bridge streams and construct the great road so necessary to one’s imagination. Jane played at building and travelling long after other games had ceased to interest her. She always played

too, the kind of life best for Jane is likely to be that of her parents. So the plan stated that after Jane was eight years old she should begin to help Mother do the housework, and Mother would try to train her to do her work in the most interesting and intelligent manner possible.

This part of the plan worked out wonderfully well. Normal children like the kitchen better than any other room in the house. To them it is a work-shop where something useful and pleasant is being done. There is no drudgery in making a cake that is to be eaten for supper. But one must be very accurate in

measuring and very skilful in dividing everything by two, because only half the recipe is needed. One must not waste, nor spill; for the one is dishonest, and the other is awkward.

The kitchen was Jane's laboratory. There she learned to combine, to select, to be accurate, to be delicate in adjustments; all the habits that are inculcated in laboratory methods she found out and practised in that wonderful kitchen. She also learned "to know" and not "to guess," the way to use money and to account for it. Any mother who keeps house as a man conducts his business, to make it pay, knows what Jane learned from life, living helpfully and intelligently under her mother's guidance in the kitchen. But she does n't always realize that Jane is being taught just those things, or trained in those powers, that are to-day the objects of vocational training.

Third in the Plan were *books*. And this was the weak and mis-trusted step in Jane's programme of education. Her parents knew how to play and how to work, and were confident that they could show Jane their way of doing both. But books, what could they do with such a tremendous field? At least they could keep her from silly books, and so it was written,—"Jane shall read *real books* and very few of them. We will

look out to give her such schooling as we can, to add to what we are able to teach her ourselves."

Formal lessons in reading, writing and arithmetic, given naturally out of the day's work, and after Jane was eight, occupied a definite part of each day. Her mother taught her, and quite unconsciously

followed Martin Luther's theory that a child should spend two hours a day at his books and the rest of the time working with his parents. Only, Jane also played. Some of the most delightful play hours were those connected with bird and butterfly visiting; and in making calendars, each month marked by flowers that always blossomed then.

May flowers are certainties, but Jane had December flowers as well. She could call all the trees and flowers by name, and knew a bird by his song as well as by his feathers. This pleasant familiarity is not exactly natural history, but it is very interesting knowledge.

The promise of the "real books" was kept. Jane had but one child's book; that was "Robinson Crusoe." Her father occasionally bought a book for himself and Jane. They read some travel, a little history, two or three biographies, and poetry till they knew it by heart.

To this extent Jane's education was a home product. But all the



The "fellow-men" for whom Jane is now working

time her parents watched for some opportunity to give her what they called "advantages."

One year a German pack peddler out of health came to work on the farm. It chanced that he was an educated German, who had run away from home to escape military service. He stayed two years, and so Jane learned German. Once it happened that a minister temporarily in charge of the parish ten miles away, was a scholar. From him, Jane had some stiff academic training in mathematics and logic. These were the "advantages" her

watchful parents secured for her. They were not excessive nor unusual to come by, but merely the result of persistent intention to use whatever offered to educate Jane.

I saw her recently. She was alert, interested, self-reliant, capable and intelligent. She was "working with good-will for her fellow-men." It was a pleasant thing to see Jane. Her father and mother had not been pedagogues, but they had harmonized "vocational and cultural training," and had solved in their own practice the problem of education for the particular child.

LOVE, HOPE, AND PATIENCE IN EDUCATION

O'ER wayward childhood would'st thou hold firm rule,
 And sun thee in the light of happy faces;
 Love, Hope, and Patience, these must be thy graces,
 And in thine own heart let them first keep school.
 For as old Atlas on his broad neck places
 Heaven's starry globe, and there sustains it, — so
 Do these upbear the little world below
 Of Education, — Patience, Love, and Hope.
 Methinks, I see them grouped, in seemly show,
 The straightened arms upraised, the palms aslope,
 And robes that, touching as adown they flow,
 Distinctly blend, like snow embossed in snow.
 O part them never! If Hope prostrate lie,
 Love too will sink and die.
 But Love is subtle, and doth proof derive
 From her own life that Hope is yet alive;
 And bending o'er with soul-transfusing eyes,
 And the soft murmurs of the mother dove,
 Woos back the fleeting spirit and half-supplies; —
 Thus Love repays to Hope what Hope first gave to Love.
 Yet haply there will come a weary day,
 When overtasked at length
 Both Love and Hope beneath the load give way
 Then with a statue's smile, a statue's strength,
 Stands the mute sister, Patience, nothing loth,
 And both supporting does the work of both.

S. T. COLERIDGE.

CLOTHING THE CHILDREN

WE are careful in so many ways to protect the eyesight of the baby. Obeying the directions of the physician, we place the infant's bed in such wise that the light does not shine directly in the child's face. Some of us even go to the length of fastening a green curtain at the head of the little one's crib, in order to soften the light. Yet, we put a veil on the baby.

A veil is injurious enough to the stronger eyes of a grown-up person; — it has been most aptly termed, "the oculist's best friend." Perfectly strong and normal grown-up eyes have been rendered weak and abnormal simply by the habitual wearing of a veil. This fact is known to us all. Ought it not to lead us to think twice before we put a veil on a little baby, whose eyes are so very much more delicate and sensitive than ours?

The other day, I saw offered for sale a pair of ear protectors; — disks of felt and fur, attached to a steel band which was designed to hold them in place. These ear protectors were intended for children.

No doubt, in very severe winter climates, or as a protection when taking a long wintry drive in a milder climate, such a device as this has its uses. However, covering the ears, like muffling the throat, tends toward weakness and not strength. Let us not cover the children's ears, excepting in extraordinary cases.

We have all heard of the little

girl who, when reproved for unmannerly behavior, said, "My hair came down, my dress was mussed, and my shoe-strings broken. If I had been tidy, my manners would have been tidy." Most of us are enough like this little girl to be able to sympathize with her. Our manners are much more apt to be "tidy" if our appearance is "tidy." Bearing this in mind, let us keep the children neat, teach them to keep themselves neat, and set them the example by habits of neatness on our own part. On the score of health, this is a valuable thing. It is even more valuable on the score of behavior. We might even say to the children, when we are persuading them to order in their personal appointments, "The tidy children are the polite children."

We have not in America the custom so prevalent in England of dressing little sisters of very nearly the same ages alike. It should be a matter of congratulation that we have not. In an American family in which there are three little girls of respectively five, seven, and nine years of age, the coats and hats of the children are respectively, red, blue, and brown. "Mother and Auntie used to dress in the same color when they were little," one of these small girls said to me recently; "we each have a color of our own. It is so much nicer!" Let us by this, and other innocent means, foster the individuality of our children.

EDITORIALS

ON HOME PROGRESS

IN the last number of HOME PROGRESS, we spoke under this title on the great benefit, when pursuing any course of study, of keeping a note-book. In earlier numbers of the magazine, we had considered the immense value of reading, especially reading under trained direction; reading the best books and the best magazines; — and the importance of discussing with others the things read.

We would say a few words now about the pleasure a family may store up for itself against the future by making and preserving photograph albums. In these days, when a very good little camera can be purchased for the sum of \$2, and finished photographs can be obtained through its use at the rate of about 60 cents a dozen, almost any family can afford to be its own photographer.

Many families already have the habit of taking snap-shots. They fill books with them; they slip them into letters to far-off relatives and friends; and they make them the basis of many a charming Christmas card, calendar, or valentine. It would be hard to estimate the delight that such snap-shots give to the various persons who see, or receive, them.

There is, however, a still dearer joy to be obtained from them. When the children are grown up, how pleasant a thing it will be for them to take out the old albums of snap-shots, and show them to their

affectionately amused friends! Few things so appeal to our tenderness as the little-girl, or little-boy, pictures of a friend. Let us, by making photograph albums, multiply ten-fold the pleasure of the next generation in this particular.

THE DUTY OF THE SEEING TO THE SIGHTLESS

THE question is often asked: "What can be done to help the blind?" A detailed answer would divide the question, stating what can be done by state, county, town or individual. A short and general answer may be: Whatever can be done to help the seeing, with the added care due those who, physically, cannot *see* their way.

Give to the young and strong a knowledge of some useful industry. The principal of one of the best industrial schools for the blind said: "It is not blindness that makes us wretched. It is idleness."

Found homes for the aged and feeble blind, where comforts and a few pleasures can be provided before death gives release. No large number of unfortunates should be housed together in a big institution, with rigid rules. But of small houses, on the plan of that in Worcester, Massachusetts, there should be several in a state. More fitting such a memorial, — to a generous soul that "loved his fellow-men," — than one in marble or stained glass.

Little money and much kindness, through groups in church and club, organized as are visitors in the Associated Charities, can learn ur-

gent individual needs, and find ways of relieving. Bicycles and autos have changed the world for the blind. They cannot, as before the entrance of these monsters, go out alone. To take these prisoners for a walk, or a car-trip, describing the places passed, is to give them a little life. They like to be taken to church, lecture, concert, or to make a call.

They long for reading, are lonely, and want a sympathetic listener. They like to know what the world is doing. In brief, their wants are the same as ours,—only intensified. Get interested in some one blind person, if only to lead him across the street, and you will be so much happier all day. You will enlist your friends in the sunshine work.

Begin; and the questions of "how" will gradually answer themselves. Remember, when the changes in the heavens, by day and night, are not seen, when the smile of the human face can never gladden, the *voice* must give color and cheer.

OUT-OF-SCHOOL EDUCATION

EVERY one of us feels in a greater or less degree the importance of sending children to school. Not so many of us, though, realize that the hours that the child spends out of school are of as great, if not greater, educational significance.

Froebel has made us recognize the fact that the play of little children is the medium through which instruction is mainly to be given them. The recent awakening of parents and teachers to the neces-

sity of play-grounds for city children who have outgrown the kindergartens, is one of the most striking circumstances of our time.

We now bestir ourselves to provide for the exercise of the play-instinct in the children of the poor. This must not allow us to forget that all children need, not only play, but a place in which to play,—and playthings. When we say to them, "Go out-of-doors, and play," let us be sure that they have not only a place to play in, but things to play with.

A set of gardening tools may make a botanist of your little girl; a battery or two may make an electrical engineer of your boy. See that your children are educated in school; but do not fail to see that they are educated also out of school.

"DISCIPLINE" AND "PUNISHMENT"

IN olden times, to "discipline" a child almost invariably meant to "punish" it. Nothing is more modern than our present-day feeling that, while punishment is always discipline, discipline need very seldom be punishment.

Not long ago, I was calling upon the mother of a boy four years of age. At tea-time, the little lad came into the room. "Close the door, dear," the mother said, when the child had shaken hands with me.

The little boy at once returned to the door, and pushed it to. As he came back to the hearth-rug, the door, not having been latched, opened. "Close the door, dear," his mother again said.

The little boy ran back to the door, and gave it a harder push. Again, it opened; and again his mother repeated her first words; and again the child attempted to obey her.

Five times he tried before he succeeded in so closing the door that it remained closed. Then, with a

smile, his mother gave him the cake from the tea-table, — upon which he had had his eye from the moment he came into the room. No one could possibly have said that this child was being “punished.” Any discerning person would have seen that he was being “disciplined,” in the truest sense of the word.

THE TOYS

My little son, who look'd from thoughtful eyes
 And mov'd and spoke in quiet grown-up wise,
 Having my law the seventh time disobey'd,
 I struck him, and dismiss'd
 With hard words and unkiss'd,
 His Mother, who was patient, being dead.
 Then, fearing lest his grief should hinder sleep,
 I visited his bed,
 But found him slumbering deep,
 With darken'd eyelids, and their lashes yet
 From his late sobbing wet.
 And I, with moan,
 Kissing away his tears, left others of my own;
 For, on a table drawn beside his head,
 He had put, within his reach,
 A box of counters and a red-vein'd stone,
 A piece of glass abraded by the beach,
 And six or seven shells,
 A bottle with bluebells
 And two French copper coins, ranged there with careful art,
 To comfort his sad heart.
 So when that night I pray'd
 To God, I wept, and said:
 Ah, when at last we lie with tranced breath,
 Not vexing Thee in death,
 And Thou rememberest of what toys
 We made our joys,
 How weakly understood
 Thy great commanded good,
 Then, fatherly not less
 Than I whom Thou hast moulded from the clay,
 Thou'lt leave Thy wrath, and say,
 “I will be sorry for their childishness.”

COVENTRY PATMORE.

DISCIPLINE IN THE HOME

BY MAIZIE BLAICKIE BARNEY

WHAT is child discipline? Is it chastisement, a flogging, a good old-fashioned spanking? Is it mortifying the child's flesh because he has done this, or has left undone that? Is it mortifying his spirit by demanding that he conform to the will of his parent, be that will good or bad? Mothers from the beginning of time have questioned about these things; some have got little further in their answers than to feel that somehow discipline means seasonable punishment.

It is true that discipline sometimes involves punishment; but punishment often has no connection with discipline. Punishment, when rational, is corrective, a means to an end, and then, and only then, is it discipline. It is a dangerous weapon in the hands of most parents; for, strange as it may seem, it is hard to free it from vindictiveness or passion. When an angry father says to his boy, "Because you did that, sir, you'll get a good thrashing," he has mistaken the expression of his own passion for discipline.

"Why don't you spank her and have done with it!" exclaims the exasperated aunt of a stubborn child. "That's just the trouble," answers the mother, "you can't have done with it. It is n't for to-day only, but for to-morrow and for every day after that I must act. That's why it's so hard to find the remedy." This mother has discovered a truth. Discipline is not a prop for the acts of to-day, it is a

foundation for all life to be built upon, a foundation that is laid little by little.

If discipline is but rarely punishment, what is it always and for all time? It is always and forever training — training for self-mastery, training in the development of judgment that shall regulate conduct. A boy may be whipped for striking his brother in anger to-day, but he cannot be whipped into showing kindness to that brother to-morrow. By precept, by example, by love, through stories and illustration, he may be helped to master his passion.

Not at all secondary to the training of self-mastery is the developing in the child of judgment to regulate his own conduct. Indeed, this is his only safeguard in life. In the course of events, he is not unlikely to be separated from his parents and from all the associations and influences that have made for good in his life. Then he finds himself a ship upon a limitless sea. If he has been trained to follow the chart, to control the helm, to master the winds in the sails, all is well. If he has not, there is bound to be one more disabled or shipwrecked mariner upon the sands of time.

To train the child in the exercise of good judgment, both in the perception of right and wrong, and in the making of wise decisions about conduct — this is to equip him for life, for his *own life* of joy, of sorrow, of temptation, of struggle.

The beginning of judgment lies in very small matters. It was the rule in a certain household that the children have candy each day after dinner. Two pieces were allowed, and it happened that the particular candy chosen was usually in the

The chocolates were big long ones and I thought one would make two gum-drops. Was that right?" "That was just right, and you showed splendid *judgment* in deciding that way, dear," answered the mother. The mother did not commend the child for "being good," nor for "doing what mother wished." There was a particular word that fitted the case. It was "judgment," and the mother used it that her commendation might stand out with cameo clearness.

In the same family the parents, owing to bad planning on Sunday morning, were very often late in starting for church. One Saturday night they were making plans for Christmas, while the children played in an adjoining room. The father and mother had spoken about the expense of the day and ended by deciding upon a certain sum to spend. "We will not spend a cent over this," they



From a photograph by Alice Austin

"Every child needs some restraining here and some stimulating there"

form of gum-drops or small chocolate creams. One day the six-year-old girl in the family took luncheon with a playmate. Upon her return she instantly sought her mother, and before greeting her said, "Mother, I had my candy at Barbara's, but I had only one piece.

concluded. The next morning, as usual, because of bad planning, the family was belated in making a seasonable start for church. The little girl of six was disappointed, for she had just learned to say the Lord's Prayer and it was an event in her week to say it in the church with

the grown-up people. So this morning the child said wistfully, "Mother, I'll tell you what I think we ought to do; something like what you and Daddy are going to do about Christmas. We ought to decide Saturday night upon a certain time to start for church, and then start when we say we will." The child, who was not supposed to have heard the conversation of her elders, had got hold of a principle—something to measure by—and she was applying it to her mother's conduct and her own. Such a child need never be tied to the mother's apron-strings. Though she travel to the ends of the earth she has a moral yardstick which, through the training of judgment, has become hers for the measuring of conduct.

It is a fact commonly overlooked by mothers that the best time for effective discipline is when the child's mind is happy, when he has done some good service, or at least when his mind is free from the consciousness of having done wrong. Wrong-doing separates him from his fellows, and often, because of his embarrassment or cowardice or passion, it closes the door to sugges-

tion, so that counsel falls upon deaf ears or is mistaken for preachment. But the consciousness of having done right puts the child in harmony with all that is good and is an open sesame to his heart. Then is



From a photograph by Alice Austin

"Training begins at the beginning of the child's life"

the mother's golden moment. It is the father's, too. How *he* can make the child straighten up by commending its conduct when he comes home at night. "Your mother tells me you have been a noble knight to-day, and I'm proud of you," he says, bending over the bed for the

good-night word. And the child goes to sleep tingling with happiness, and resolving to be brave and helpful to-morrow, and forevermore.

How commonly one sees parents who seem resigned to this or that undesirable trait in a child! "My boy is so impetuous, he acts before he thinks. But that is his nature, and I fear I can't change him," the mother says. Or, again, a parent is not exercised when her little girl is bashful or unfriendly in meeting strangers. "She comes naturally by it, for her father's people are not sociable, and you can't go contrary to nature," is the comment flavoring of finality.

Contrast this with the spirit in which the physician meets his problem! He discovers in a child a tubercular tendency or an anæmic condition. Not for an instant does he become reconciled to perverted nature, but straightway starts out to correct and control it; and after his patient effort the child is physically made new.

Child-training can be as successful with the mental and moral life of the child. Indeed, it is not too much to say that a child can be trained in almost any direction. His natural tendencies may be so curbed, or so guided into other channels, that he may develop an entirely new character. The parent should beware of letting "natural tendencies" rule the child. It is possible to learn what his moral nature especially lacks and to meet it; to learn what trait he has in excess, and to curb it. Every child needs some restraining here and some stimulating there.

It is always essential to remember that discipline is not an isolated act, not something to practise to-day and neglect to-morrow. It is a continued performance, a process, a habit. It begins at the beginning; it goes on steadily, not intermittently; it does not end when the child becomes of age and passes from parental authority. It ends *at the end*. Discipline is not a task for the parent to complete; it is his to commence and to continue. "When shall I begin to train my child's will?" asked a young mother, of Froebel. "How old is your child?" questioned the great teacher. "Six months," said the mother. "You have lost six months," was his answer. When your relatives inform you that children lived and grew to be tolerably decent under the old methods; when your friends twit you on bringing your baby up by rule; and when you are sometimes an abomination to your neighbors, remember Froebel's answer. The cradle is the place to begin the process; and as surely as the mother finds that the proper taking of food and the regularity of sleep become habits with the infant, so she will find that obedience, truthfulness, and the other virtues will likewise crystallize into habit.

Perhaps the parents' greatest handicap in the matter of discipline lies in the fact that they have not succeeded in disciplining themselves. How often parents sow the seeds of disobedience, untruthfulness, bad temper and discourtesy in their children! "Why don't you mind the bell, mother? You make us," said a little boy barely four. It

was clearly understood in his home that the ringing of a certain bell three times a day meant a call that must be promptly obeyed, and when mother waited until the bell rang twice before putting up her work, the baby teacher challenged her. To him it was disobedience.

"My little boy must remember to say 'Good-morning' to Mary," said a mother at the breakfast table. It was a rule in this family that the day should be "unlocked" with "Good-morning," and that Mary, the maid, should not be forgotten. "Daddy did n't say it," replied the three-year-old, who had observed that his father



From a photograph by Alice Austin

"The consciousness of having done right puts children in harmony with all that is good."

was too much engrossed in the morning paper for the little courtesy. And so we sow tares and expect wheat for the harvest. "Do men gather grapes of thorns or figs of thistles?"

To the little child, obedience and truthfulness, goodness and courtesy, are meaningless until they receive the breath of life. When parents live the virtues and the courtesies before their

children, the proper seeds will be sown and the proper conditions for nurture given. Then discipline will be a natural and a happy process. Then will appear as the fruit of their labor, "first the blade, then the ear, then the full corn in the ear."

GENTLEMEN

COME wealth or want, come good or ill,
 Let young and old accept their part,
 And bow before the awful will,
 And bear it with an honest heart.
 Who misses or who wins the prize —
 Go, lose or conquer as you can;
 But if you fail, or if you rise,
 Be each, pray God, a gentleman.

WILLIAM MAKEPEACE THACKERAY.

TOPICS FOR DISCUSSION

(The Editor suggests that the grown-up members of the family meet—either alone or with other subscribers in the neighborhood—at the end of each month; and discuss the topics given in the current issue of the magazine.)

I. HEALTH

- a. Have my children normal eye-sight? If not, are they properly fitted with eye-glasses?
- b. Have my children normal hearing? Am I careful, in cases of ear-ache, to do nothing to the ears without the advice of a competent physician?
- c. Do I realize that the children's eyes, when red, or inflamed, should be bathed with no lotion excepting that prescribed by a physician?

II. MENTAL TRAINING

- a. Do I try to educate each one of my children as an individual, and not as a member of a "grade"?
- b. Do I take advantage of every opportunity for education-by-the-way that may come to my children?
- c. Above all, am I careful never to lose sight of the fact that, if all outside avenues of education are closed to a child, that child may still, in its own home, become highly educated;—by the use of books, and, more important still, by intercourse with its parents?

III. MORAL GUIDANCE

- a. Am I careful, in dealing with my children, never to forget

that discipline is not punishment?

- b. Do I, having set a standard, try invariably and unfailingly to hold my children to it?
- c. Do I realize that, though precept and example are valuable in the discipline of children, nurture (that is, the fostering of the good, and the repressing of the bad) is equally important?

LIST OF BOOKS FOR ADDITIONAL READING

(The Editor would advise that members of the course select from this list two or more books under each main topic, and read them at leisure.)

I. HEALTH

1. "The Five Senses," by Angela M. Keyes. (Moffat, Yard & Company.)

A charming anthology of prose and verse. Five illustrations by Miss Jessie Willcox Smith add greatly to its attractiveness.

2. "Squirrels and Other Fur-Bearers," by John Burroughs. (Houghton Mifflin Company.)

A book that will delight the "sharp-eyed" child, and teach the less observant child to use its eyes.

3. "Bird Ways," by O. T. Miller. (Houghton Mifflin Company.)

A book for the "sharp-eared" as well as the "sharp-eyed." The little lover of nature will delight in this, one of Mrs. Miller's most delightful books.

4. "Exercise and Health," by Woods Hutchinson. (Outing Publishing Company.)

A new volume from the pen of Dr. Woods Hutchinson. It contains many a truth, interestingly told.

5. "Good Health," by Frances Gulick Jewett. (Ginn & Company.)

A book that will teach the children to desire to be well, and so to live that they may "enjoy good health."

6. "Health Through Self-Control," by William Anthony Spinney. (Lothrop, Lee & Shepard Company.)

A very valuable book. It treats of the great help that a desire for health is in obtaining and maintaining health.

II. MENTAL TRAINING

1. "The Career of the Child," by Maximilian P. E. Groszmann, Ph.D. (Richard G. Badger.)

A most significant book.

2. "The Fairy Ring," by Kate Douglas Wiggin and Nora Archibald Smith. (Doubleday, Page & Company.)

A book of fairy tales that every child will enjoy.

3. "Entertainments for Every Occasion," by Lucy C. Yendes and Walter F. A. Brown. (Hinds, Noble and Eldredge.)

A volume that will answer many of the questions of the hostess, whether a grown-up or a child, as to what to do when "giving a party."

4. "Christopher," by Richard Pryce. (Houghton Mifflin Company.)

The most interesting story that has recently appeared. The reader, particularly if she be a mother, will follow with great pleasure the adventures of Christopher from the day of his birth to his manhood.

5. "Canterbury Chimes," or, "Chaucer Tales Retold for Children," by Francis Storr and Hawes Turner. (Little, Brown & Company.)

A book of stories that will appeal to the older child. It is, in reality, a "trans-

lation" into modern English of the "Tales" of Chaucer that we all love.

6. "Home, School, and Vacation," by Annie Winsor Allen. (Houghton Mifflin Company.)

A book that every mother and every school teacher ought to have.

III. MORAL GUIDANCE

1. "To-morrow," by Percy Mackaye. (Frederick A. Stokes & Company.)

A drama, which has for its theme the new science of eugenics.

2. "The Golden Windows," by Laura E. Richards. (Little, Brown & Company.)

A book of stories, allegorical in character, each one containing a lesson which every child should learn.

3. "After Primary: What?" by A. H. McKinney, Ph.D. (Fleming H. Revell Company.)

A book that no Sunday School teacher should be without.

4. "The Children," by Alice Meynell. (John Lane Company.)

A book that all lovers of children will like to have. It is pervaded by that delicate and tender quality which characterizes all of Mrs. Meynell's work.

5. "The Pilgrim's Progress," by John Bunyan. (Houghton Mifflin Company.)

A new edition of this classic. It ought to bring the book as near the life of modern children as it was near the life of children of a former time.

6. "Text and Verse," edited by John Greenleaf Whittier. (Houghton Mifflin Company.)

A little book, containing a text and a verse for every day. In families where the children begin or end the day by repeating a verse from the Scriptures, or from a hymn, this little book will be welcomed.

THE EDITOR'S FIRESIDE

THIS, the fourth number, of the HOME PROGRESS MAGAZINE, continues the first course, the Health, the Mental Training, and the Moral Guidance of Children. The consideration of the first of the three main divisions of the course, Health, has to do in this number with the care of the child's eyes and ears. Dr. Eastman has written a most valuable treatise on this subject.

The Editor would suggest that members of the course continue their work in it this month by reading the 11th, 12th, 13th, 14th and 15th chapters of "The Handbook of Health"; and also "The Eye" (on page 259) and "The Ear" (on page 266) in the 23d chapter of that book. Then, Dr. Eastman's article should be read; following this, the Editorial, "The Duty of the Seeing to the Sightless." When this reading has been carefully done, and notes taken of such points in it as require further explanation, members should turn to the "Topics for Discussion," and read and discuss, after the manner suggested in the Editorial note preceding them, the topics under I.

The supplementary chapters of "How to Tell Stories to Children" have some time since been fully read by our members. Four stories from each of the three graded groups of stories in "Stories Selected and Adapted for Telling" have also been read and considered. The Editor would advise that four more stories from each group be used after this same manner. Notes should be taken according to the

suggestions given in the opening Editorial of the third number of this magazine. After which, Mrs. White's article, "The Education of Jane" should be perused; then, the Editorial, "Out-of-School-Education." Finally, the "Topics for Discussion" under II should be used according to the general hints given. This is all comprised under the second main division, Mental Training.

With the third main division, Moral Guidance, a like method is to be followed. The fourth chapter of "As the Twig is Bent" should be re-read, because it has to do with "Discipline in the Home," the subject of Mrs. Barney's article. Then, the 9th and 10th chapters should be taken up; next, Mrs. Barney's article; and following that the editorial, "Discipline" and "Punishment." Lastly, the "Topics for Discussion" under III should be employed, according to the suggestions made. When all this has been completed by the member, a letter might be written to the Editor, setting forth such questions, problems, and needs as the particular member possesses. All letters will be regarded as confidential; personal replies will be sent in every case.

"The List of Books for Additional Reading" this month is made up of books related especially to the subjects considered in the three main articles.

The reprints are, as they always will be, taken from the best literature of the world.

Two new books are reviewed. One of them is a remarkable book

of poems; the other is an equally remarkable book on the subject of child study.

We are much interested to read, in the letters we have received from our subscribers, not only requests for help from us, but offers of help

to us. Most valuable suggestions regarding the course have been received. Needless to say, we welcome from our members any suggestions that they may be so good as to offer on the course;—our great common bond of interest.

OUR BOOK TABLE

THE COMING GENERATION

By *W. B. Forbush, Ph.D., Litt.D.*

AMONG the multitudes of the books published monthly on the subject of child study, this volume stands in a place by itself;—which place is far above that occupied by the average book on this important subject.

Dr. Forbush, in his introduction, says that he has "tried to remember that it is usually better to talk about children than about The Child." The significance of his book rests mainly in the fact that he does in it this better thing. Moreover, he talks about children with a sympathy and an understanding equal to that of Froebel himself.

The work is divided into five books. It ends with "A Program for the Betterment of Boys and Girls."

Every parent, every social worker, and every teacher owes Dr. Forbush a debt of gratitude for this book. (D. Appleton & Company. \$1.50 net.)

LITTLE GRAY SONGS FROM ST. JOSEPH'S

By *Grace Fallow Norton*

WHEN, two years ago, there appeared in the *Atlantic Monthly* a

group of lyrics called "Little Gray Songs from St. Joseph's," lovers of poetry read them, gave thanks, and begged for more. In the *Atlantic* of January, 1912, four additional songs partly satisfied this need. Now we have them all, in a gray volume bearing the original title.

There are fifty-one songs, their burden explained by the foreword, which tells of a young mill-girl in an American town, who, having fallen on the icy pavement one cold dawn, lay suffering for two years in a Franciscan hospital before death took away her pain. The "songs" are her "little letters to herself," found beneath her pillow when she had gone.

Their substance is all of pain,—and the ways pain takes with human bodies and souls. It is always, however, the pain of youth; first, youth's questioning, resentful cry of agony at the suffering which blots out its birthright of young joy:—

"There is a desert of despair,
Where never seed was sown;
There is a wilderness called night,
Wherein I lie alone,
And there my voice goes crying forth.
O were a sound a star!
My cry is all there is of light
In a land where no lamps are."

And again, —

"My soul — not any dark can bind,
Nor hinder any hand,
Yet here it weeps — long blind, long blind —
And cannot understand."

Then comes the sad rejoicing of youth, — as yet full of unbelief in the value of life, — that it is not thrusting life upon others: —

"(Here I give thanks — girl that I be —
O the young torn heart of me!
Branch at the window telleth of Spring:
My body hath no burgeoning.)"

Then, the birth and growth of the sympathy that all who suffer feel for others' suffering: —

"I do but sing it to my soul
That other souls may know,
And, starless, thus their dark console —
Then let it, singing, go.

*O Urge of Life, thy wind-blown seeds
Strange fruits may bear unto men's needs."*

Then, the power to see swift gleams of joy through the pain: —

"And sometimes I have little dreams,
Faint and fair and far away;

Little poignant joy-dreams come —
(Never to be,
Never to be);
Some have lips of love and some
Laughing faces, tiny hands —
Such sweet things bloom in dream-lands."

And last, the dawn of the vision, — the meaning of pain, its beauty and its rewards: —

"Even pain, with that same cruel hand
That stripped from me the light of day,
Doth show with fiery far-flung brand
The hills of my still Heaven-land."

The book closes with a few lines in italics which show the author's final sense of the significance and possibilities of human suffering.

From these we quote the last stanza: —

*"O star of joy,
My lonely, longing heart
Found thee where thou eternal art,
Joy of all joys,
That dwellest past the bound
Where any grief may go his round,
Light of all light —
My darkened life I lift to thee,
For thee to kindle, thee to fill,
O white beauty."*

In the steady growth of their thought from youth's first bitter, unanswered cry in the night, to the awakening sense of places where pain only blesses the soul, these songs follow truly the experiences of all who suffer greatly. To such, the "Little Gray Songs from St. Joseph's" will come as the voice of their own inarticulate hearts.

The poems, while uneven, as all collections of poems must be, show, in a degree sufficient to make them shine out bright among contemporary verse, an exquisite economy in phrasing, an inevitableness, and final simplicity of expression, that remind us of Donne's line "Like gold to airy thinness beat." There are no cloudy thicknesses of words to hide from us the gold of the thought. With simple, poignant, beautiful words and singing rhythm the verses fulfill the purpose their author gives them: —

"Out of my little prison-cell
I send white thoughts and bid them tell
My message to my kind.
The singing wind can bear it best,
For song it should be — glad song, blest
To beauty by the wind."

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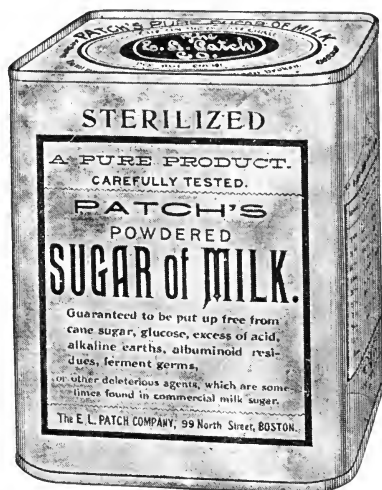
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COURSE 1

NUMBER 5

Published monthly, as part of the Home Progress Reading Courses, by Houghton Mifflin Company, Four Park Street, Boston, Massachusetts. Membership to the Home Progress Reading Courses, three dollars the course. Additional copies of the magazine, — six issues to each course — twenty-five cents the copy, to members only.

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From a painting by Robert Bryschlag.

A little girl of "ye olden time," and her mother, in the garden.

HOME PROGRESS

PUBLISHED BY HOUGHTON MIFFLIN COMPANY, 4 PARK STREET, BOSTON,
MASSACHUSETTS, FOR THE HOME PROGRESS COURSES

THE CHILD'S NOSE AND MOUTH

BY THEODORE JEWETT EASTMAN, M.D.

Assistant Visiting Physician to Out-Patients, Massachusetts General Hospital ; Assistant Visiting Physician, Long Island Hospital ; Consulting Physician, Massachusetts Charitable Eye and Ear Infirmary

IN contrast to ear troubles which may go on for a long time without making themselves very apparent, difficulties with the nose are usually easily recognized because of the obvious symptoms. If there is any affection of the nose, from a simple temporary "cold in the head" to a foreign growth, its presence is made known by the frequent use of the handkerchief — or at least the need of it. "Snuffles," sneezing, a stuffed-up nose, and a "cold-in-the-head" voice are all familiar to most of us from personal experience, and, when temporary, are of little gravity, — demanding at most a little time, and a drop or two of liquid vaseline in each nostril a few times a day; but when these symptoms persist for weeks in children they mean real trouble, which must be attended to. In addition to these things, we may find headache, a persistent "throat cough," hoarseness, mouth breathing, and beginning deafness.

All these symptoms mean affections of the nose, or of the throat, or of both, and should be attended to. It may be that the trouble is caused by narrow nostrils arising from insufficient development of the upper jaw, or from overgrowth of the struc-

tures in the nostrils, or by an easily removed mass in the nostril, or by adenoids in the back of the nose. It goes without saying that whatever be the cause, neither the parent who reads the newspaper advertisements, nor the drug-store clerk, but the physician should prescribe the treatment for the condition.

"Picking the nose" is a very common habit with children; unfortunately common, for it sometimes leads not only to ulceration in the nose and the exposure of blood vessels which bleed alarmingly at the slightest provocation, but even to irreparable injury of the interior of the nose. This habit should be stopped, even if a light plug of cotton — not tight enough to prevent breathing — has to be kept during the day in each nostril, and a spray of liquid vaseline should be used frequently to promote healing.

Coming down from the nose to the mouth, we find not uncommonly a very annoying ailment, stuttering. This trouble is not due to "tonguetie," nor any other anatomical defect; but is entirely a nervous ailment, and may usually be corrected by persistent patient training and absolute avoidance of rebukes and pun-

ishment; which serve only to make the child more nervous, and increase the difficulty. The treatment may be summed up in "First think, then breathe deeply, then gently and slowly begin."¹

Stutterers constantly revert to their old habits through excitement and carelessness; so parents must begin early with their children, and exercise vigilance for years in some cases. Gentleness and patience are the greatest requisites for the teacher.

There is a disease called "thrush" which not infrequently attacks infants' and children's mouths; and which consists of thin white patches on the palate, the roof of the mouth, and the tongue. It is distinguished from milk by the fact that the deposit cannot be brushed nor wiped away, and any attempt to scrape it away leaves a bleeding surface. This disease is accompanied by fever, the child is fretful, refuses all food on account of the pain, keeps the mouth partly open, and saliva frequently pours out.

As the disease is very contagious, other children should be kept away from the sick child until full recovery has taken place; the crib

and other furniture which may have been touched by the saliva or the child's hands should be washed with soap and water; the bed clothes and child's clothing boiled; and playthings either scrubbed with soap and water, or still better, destroyed. Any eating utensils should be boiled after using, and if a nursing bottle

is used the old nipple would best be thrown away and a new one provided, and boiled after each feeding. As for treatment, the mouth should be well washed out, or, still better, wiped out several times daily with a tuft of cotton firmly twisted on a slender stick, and wet in a solution of a level teaspoonful of borax and one of bicarbonate of soda

dissolved in a glass of boiled water. If this does not accomplish a cure in two or three days, it will be necessary to consult a physician, who may find some error in the diet, or may prescribe some stronger medicine for the mouth.

A thoroughly adequate and healthy set of teeth is absolutely essential to digestion, and through that to the nourishment and development of the body. The care of the mouth and teeth is of the greatest importance. We are accustomed to think



Photo. kindly loaned by J. W. Farlow, M.D.
Painted by Lucas de Leyden, 1624. Uffizi Gallery, Florence.

PRINCE FERDINAND I OF SPAIN AT THE AGE OF 21.

The typical "adenoid face."

¹ "Erst besinnen, dann tief atmen, endlich leise und gedehnt beginnen."

of days of toothache and a succeeding visit to the dentist for the purpose of having a tooth pulled, as the penalty for neglect, but those are only minor considerations, for they are temporary. Indigestion and intestinal disorders, diminishing the nutrition of the body and thus retarding development and growth, come from a deficiency of teeth following extraction; or from an inefficiency, because the jaws have not grown so as to permit the upper and lower sets to meet accurately, and thus to cut the food fine enough to permit of its being easily digested.

We do not sufficiently realize that the teeth are a part of our *digestive* system and so do not fully appreciate their great importance. It has been said, "an army marches on its teeth," and in England a recruit must have at least ten sound teeth in each jaw to be eligible for enlistment.

When the mouth is neglected and the teeth are not carefully brushed daily, an inflammation is apt to begin in the gums which may be productive of great harm. The gums become reddened and a little swollen and softened at the edges where they lie against the teeth, and the child may complain of tenderness of the teeth and gums on chewing hard or crisp things. It may be found that

the gums bleed easily. With this condition of things, it will be found that gentle pressure on the gums near their edge will squeeze out a tiny drop of yellowish "matter," and the child's breath has a bad odor, and the teeth may be loosened.

This state of affairs is bad enough for the teeth, and for the persons who

have to breathe the foul air breathed out past them, but the most important thing is the effect on the child's general health; for "matter" is absorbed from around the teeth into the blood and is not infrequently the cause of a child's being pale, listless, and what is generally known as "run down." Again, this absorbed poison may affect the joints, and cause a



Photo. kindly loaned by J. Payson Clark, M.D.

Enlarged tonsils and adenoids. The characteristic expression.

chronic rheumatism that resists all methods of medicinal treatment. The only thing to do is to have the mouth very thoroughly treated by a good dentist, the teeth cleaned, the gums treated, and made healthy, and the source of constant poisoning thereby eliminated. It can be prevented from returning by the habitual use of the toothbrush and tooth powder, and rinsing the mouth with peroxide of hydrogen in water, or a few drops of tincture of myrrh in a third of a glass of warm water.

Since the diseases of the teeth and gums, and to a certain extent of the



A boy with enlarged tonsils and adenoids.



Narrow nose and upper jaw, a mouth-breather.

throat and lungs, such as diphtheria and pneumonia, come from uncleanness of the mouth, every effort should be made to guard against such a condition. As we well know, practically all articles of food decay; and when they do so, they produce sharp acids and other substances which are injurious to the teeth and gums. The mouth is always warm, moist, and rich in germs of many sorts, so that a better place for promoting decay can hardly be imagined. Fortunately we have at our disposal a very easy means of preventing all this, namely, to remove from the mouth the fragments of food before they begin to ferment.

After each meal a bit of dental silk, or "dental floss," held taut between the finger and thumb of each hand, should be carefully passed down in each space between the teeth, and brought out again, thereby removing any particles of food which have been forced in there by the chewing. Then the toothbrush should be used, thoroughly brushing the teeth not only crosswise,

but, of even greater importance, brushing them up and down so that the bristles will penetrate the spaces between the teeth and remove any food adhering to the outer and inner borders of the spaces. If this is done conscientiously, and followed by a thorough rinsing of the mouth, the result will be few toothaches, few or no dentist's bills, a sweet breath, and a healthy set of teeth.

If, however, decay should set in, the dentist should be visited at once, for it is easy and comparatively painless to fill a tiny cavity, and very painful to fill extensive ones. Moreover, do not wait for cavities to form, but if on examining a child's teeth little brown spots are seen on the surface which cannot be detached by vigorous brushing, let the dentist investigate, for this brown spot is the beginning of trouble. First, the white porcelain-like enamel of the tooth becomes softened and turns brown; then more softening ensues and the spot becomes permeable to the acid fluids of the mouth. These then filter through to the inner

material forming the body of the tooth, which is much softer than the enamel, and decays more much rapidly; with the result that behind an innocent-looking little brown spot may be concealed a process which in a short time may ruin the tooth. If taken in time, however, before the body of the tooth has become affected, the removal of the softened enamel, and the filling of the little cavity made, is quickly and easily done.

Parents should not trust themselves, however, to decide when the teeth need attention, but should take their children to the dentist not later than the third or fourth year, and regularly at intervals of three months thereafter, for a thorough examination. The dentist's skilled eyes and fingers will often find pin-hole cavities which can be filled in a few minutes, and four examinations a year, and perhaps a few small fillings, are much less expensive than sleepless nights, days of pain, and "ulcerated teeth," which may form an abscess; or may affect the jaw so that a portion of it has to be removed by a surgical operation.

We are now learning that the enlarged glands in the neck which used to be called "scrofula" are by no means always due to tuberculosis of the glands. We find that in a considerable number of cases these swollen glands are only the result of an unhealthy mouth. In such cases, thorough cleaning-up of the teeth and the removal of those that are beyond repairs, and of the roots of broken-off teeth, — about which there is always more or less inflammation, — by removing the cause

of the trouble, allows the glands to regain their natural size, and the unsightly masses disappear.

In these cases, if appropriate treatment of the mouth is not given, the glands may soften, ulcerate, break through the skin, and discharge for a long time, and when they eventually heal, leave a disfiguring scar.

The teeth appear through the gums at quite well defined ages in well nourished children, and if it is found that teeth have not appeared in two or three months after they are due, it is well to have the child's general condition carefully looked into by a physician, for he may find that the child's diet is inappropriate or that some bone-building medicine is required.

The first, or "milk" teeth begin to appear at the sixth to eighth month; and the first set of twenty should have come through by the end of the third year. The second, or permanent teeth, begin to replace the first set at the fifth or sixth year, and come along in fours — two symmetrically situated uppers and two lowers — at intervals of approximately a year until the fourteenth year, when twenty-eight should be present. The remaining four — the so-called wisdom teeth — may appear at almost any time after this.

Of this second set, by far the most important ones are those that replace the teeth next to the back ones, that is the fourth counting from the front. These teeth determine the height to which each set, the upper and the lower, will grow, and their position; and if lost early the jaws are invariably allowed to drop closer

together than they should, giving a permanent "toothless old age" expression to the face. If they are lost shortly after the appearance of the new teeth immediately in front and behind, these tip backward and forward into the vacant spaces, resulting in a distorted, irregular, and therefore inefficient permanent set.

These first permanent teeth are peculiarly liable to decay and should therefore be watched with the greatest care, and filled at the first sign of trouble. If the process has gone too far for this, no pains nor expense should be spared so to build up what is left by inlays or crowns that a serviceable tooth shall be produced.

In these days of dusty streets and soft foods, and the resulting nose and throat troubles, and insufficiently exercised jaws, children are very apt to have partially or improperly developed jaws. Furthermore, such habits as sucking the thumb or fingers or the lip, or the thoroughly reprehensible "comforter," are very apt to mould the plastic jaws, with the result that the upper front teeth project abnormally far beyond the lower ones. The sucking of the thumb, fingers, or lips usually begins at the time of weaning or shortly after, and should be stopped if possible. The first two may be prevented by pinning the child's sleeves to the clothing so that he cannot get the hand to the mouth.

Sucking the lip is more difficult to cure; and if discipline will not do it, it may be necessary to apply some bitter substance to the outside of the lip — such as a few crystals of quinine in water. After getting a

few good tastes of this, a child is apt to learn that lips are not good things to eat!

Protrusion of the lower jaw may arise from the presence of adenoids and enlarged tonsils, causing the child to reach the jaw forward, — especially during sleep, — in an effort to get more air. Or, again, it may be owing to a deficiency of development of the upper jaw from some cause.

In any case where a child of six to eight years has imperfectly closing teeth, the best dentist available should be consulted, for it is in the remedying of these defects that dentistry has made some of its greatest strides in recent years. Almost incredible improvements can now be made with little or no trouble to the patient if a beginning is made early, and poor digestion, poor nutrition, and the resulting weakened constitution, nose, throat, and ear troubles, and serious disfigurements can be avoided. In fact, a little money and time spent at this period may change a dark and "sickly" future into a bright and healthy one. Examples of what can be done in this way are shown in the accompanying illustrations of a child whose photograph was taken before and after "regulation" was done; but the pictures in no degree indicate the tremendous improvement in bodily health and mental ability resulting from the changes made.

We hear a great deal nowadays about enlarged tonsils and adenoids, and it sometimes seems that children who are not afflicted with them are no more in the fashion



From Johnson's Operative Dentistry

Before the dentist regulated the teeth and moulded the upper jaw —

and after. Now able to chew food properly, improving digestion and nutrition.

than the rich man who has never had any trouble with his appendix! The talk about them may have been overdone, but their results are so pernicious and so far-reaching that it is doubtful if too much can be said against them.

The tonsils are two almond-shaped

bits of flesh in the back of the mouth, which were intended by nature to act much as do the tiny hairs in the nostrils and the ears, as guards to pick up and stop harmful passers-by. In some persons they perform their duties efficiently, but in many others they do more harm

than good, for they take in and harbor many germs which would otherwise be swallowed and digested. They are in many cases the entering place of tuberculosis germs which later cause enlargement and serious troubles in the glands of the neck; — “scrofulous lumps” — and it is often through them that the germs enter which cause rheumatism and a serious inflammation of the valves of the heart, as well as those which cause diphtheria and scarlet fever and other diseases. If the tonsils are small, lie flat against the side of the mouth and do not become inflamed and sore at intervals, all may be well; but when they are large and project from each side, or cause a hacking cough, or are the site of attacks of tonsillitis, take the child to the doctor and have them removed.

The double term “adenoids and tonsils” is commonly used because when large tonsils are present we almost always find an overgrowth of little patches of the same kind of tissue in the uppermost part of the throat, behind the palate and the nose. These masses, called “adenoid vegetations” or “adenoids,” I have referred to before in speaking of the ear and nose, for they exert a marked influence on both.

As a rule their overgrowth begins at an early age, so that by the time the child goes to school his nose is pretty well obstructed and he has been forced into the habit of mouth breathing. The expression is stupid, the mouth is held open, — for breathing through the nose is difficult if indeed possible, — the nostrils are narrow, and the ridge of the nose is

broad, the normal furrow in the cheek reaching from the outer corner of the nostril to the corner of the mouth is absent, and the voice is thick and “dead,” for its resonance is lost. The child snores, suffers from catarrh, and from headaches, is backward, cannot apply himself to his work, nor concentrate his attention. His senses of smell, taste, and hearing suffer, he may be growing “pigeon-breasted” from difficulty of breathing, and his general nutrition and development are far below what they should be.

You may say, “but that is an extreme case.” It is, I acknowledge, but we see a very great many such cases, and the cases of a lesser degree are innumerable.

The changes in children following removal of these obstructions are often so remarkable as to be beyond belief; and I do not exaggerate when I say that I have seen children changed from school dunces to first scholars in a few months, as a result of the removal of enlarged tonsils and adenoids.

When I began this series of two papers I thought it would be very short; but there are so many things of great importance connected with the eyes, the ears, the nose, and the mouth, that it has grown and grown. If I were to conclude like the old-fashioned stories, with a “moral,” I should say, “Do not be too confident of your own abilities in treating the ailments of childhood; and if there is the slightest doubt, it is far cheaper in the end to let the oculist, the dentist, or the physician decide.”

POEMS FOR PARENTS

(Recommended by Kate Douglas Wiggin)

CHILDHOOD

BEHOLD the child among his new-born blisses,
A six years' darling of a pigmy size!
See, where mid work of his own hand he lies,
Fretted by sallies of his mother's kisses,
With light upon him from his father's eyes!
See, at his feet, some little plan or chart,
Some fragment from his dream of human life,
Shaped by himself with newly-learnéd art, —
 A wedding or a festival,
 A mourning or a funeral, —
 And this hath now his heart,
And unto this he frames his song:
 Then will he fit his tongue
To dialogues of business, love, or strife;
 But it will not be long
 Ere this be thrown aside,
 And with new joy and pride
The little actor cons another part;
Filling from time to time his humorous stage
With all the persons, down to palsied age,
That Life brings with her in her equipage;
 As if his whole vocation
Were endless imitation.

WILLIAM WORDSWORTH.

YOUTH

Joy to the laughing troop
That from the threshold starts,
Led on by courage and immortal hope,
And with the morning in their hearts.
They to the disappointed earth shall give
The lives we meant to live,
Beautiful, free and strong;
The light we almost had
Shall make them glad;
The words we waited long
Shall run in music from their voice and song.
Their merry task shall be
To make the house all fine and sweet,
 Its new inhabitants to greet
 The wondrous dawning century.

EDWARD ROWLAND SILL.

CLIVE NEWCOME AND HIS FATHER

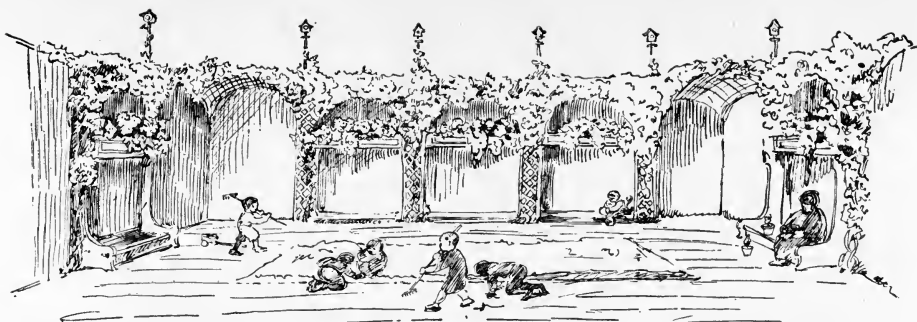
AFTER quitting their kinsman, the kind Colonel farther improved the occasion with his son, and told him, out of his own experience, many stories of quarrels, and duels, and wine, — how the wine had occasioned the brawls, and the foolish speech overnight, the bloody meeting at morning; how he had known widows and orphans made by hot words uttered in idle orgies; how the truest honor was the manly confession of wrong; and the best courage the courage to avoid temptation. The humble-minded speaker, whose advice contained the best of all wisdom, that which comes from a gentle and reverent spirit, and a pure and generous heart, never for once thought of the effect which he might be producing, but uttered his

simple say according to the truth within him. Indeed, he spoke out his mind pretty resolutely on all subjects which moved or interested him. Clive felt a tender admiration for his father's goodness, a loving delight in contemplating his elder's character, which he never lost, and which, in the trials of their future life, inexpressibly cheered and consoled both of them. *Beati illi!* O man of the world, whose wearied eyes may glance over this page, may those who come after you so regard you! O generous boy, who read in it, may you have such a friend to trust and cherish in youth, and in future days fondly and proudly to remember! — WILLIAM MAKEPEACE THACKERAY.

NURSE'S SONG

WHEN the voices of children are heard on the green
 And laughing is heard on the hill,
 My heart is at rest within my breast,
 And everything else is still.
 "Then come home, my children, the sun is gone down,
 And the dews of night arise;
 Come, come, leave off play, and let us away,
 Till the morning appears in the skies."
 "No, no, let us play, for it is yet day,
 And we cannot go to sleep;
 Besides, in the sky the little birds fly,
 And the hills are all covered with sheep."
 "Well, well, go and play till the light fades away,
 And then go home to bed."
 The little ones leaped, and shouted, and laughed,
 And all the hills echoèd.

WILLIAM BLAKE.



A city back yard converted into a garden for the children. Arbors covered with morning-glories and moon-flowers. Geraniums in boxes. Sand-pile in centre. Bird-houses topping arbors.

CHILDREN'S GARDENS

BY KATHARINE COTHEAL BUDD

With original drawings by the author

A CHILD has a right to have a garden to play in, a right to blessed memories that will brighten dark places in after life. My first distinct recollection is of being lifted up to a window to see a wonderful new home "we" had just bought. I see it now: — that lovely garden. Laid out by the clever planner of Central Park, it had reached perfection when it became ours. I have seen beautiful gardens in many countries since then, but never a more complete home garden. My very own corner was treated to a succession of freakish plantings; the first, peanuts, was astonishingly scraggly as to leafage, and poor in nuts. Later, I always included a row or two of lady-slippers, feeling dimly that the fairy queen would be glad of a generous supply of seed-pod ammunition! Our free life in the open air encouraged imagination. There was no good school near us, but I learned to read; and thoroughly enjoyed *all* kinds of books, nestled at the top of some tall tree. None of my playmates

suspected the fun I had, acting out the plots with tiny puppets on my "Story Tree," the thick, soft bark of which was carved from the roots up as high as my knife could reach, with stairs, castles, bridges, donjon keeps, and winding ways.

We were allowed to help garden, to gather fruits, to rake up leaves; we even loved to clean the spades and hoes with a bit of stick, and set them away silver-bright and dry. The neighbors wondered why the hops and roses which screened one of the porches were not "chewed up": we noticed that the Monday soapsuds were saved for syringing the under side of the leaves where insects congregated. We found that bugs did not enjoy that diet!

Living near to Nature we gained some wisdom and much excellent health. Until recently, this to me seemed the best reason for having a garden, but after being in fashion for 2400 years, the point of view has changed, and now the endeavor is to "teach the children to grow plants."

It must be confessed that children were handicapped then by the quality of the materials doled out to them. Even now some folk think they

"Can mash a lot of rusty cans into a mass,
Top-dress the same with empty can and broken
glass,
Coal ashes on the beds can dump from time to
time,
With now and then a lump of builders' lime,"

and expect an unlucky child to make a successful garden of it! The best of everything is not too good for a beginner, for many difficulties beset a little gardener, and he soon loses patience. Therefore, by all means give him a rich, sunny spot, prepared with care. A small plot is best, for few children are persevering.

Gardening fever begins with the first bird-notes of spring, while the children are still housed. Plenty of fun may be had in planning gardens, drawing them with pencil and paper, or laying them out in sand on a large tray. All kinds of odds and ends, colored papers, bits of evergreen, small toys, etc., may be used to make it realistic. Care should be used to get the dimensions of the garden to scale, and to define the

lines of planting definitely. The simplest design is usually the best; but sometimes the position of an obstacle, a tree or a rock, or the grade of the ground, makes a rather complicated plan necessary. Children should notice the difference between a formal garden, and a natural treatment. The advantages and disadvantages of each style will interest them; with encouragement, they will make quite effective designs. Older children may enjoy copying early English gardens, like the "knots and parterres" once found in endless variety. A "Saint's Garden," once greatly favored by pious Catholics, is not as difficult as it seems;—we can find plenty of flowers, sure to bloom on all our Saints' days. Modern gardens are often prettily arranged of one color only,—all blue, all lavender, or white. They must each be framed by a wall of high greenery. Attention must be given to succession of blooms; at no time should the special color be suffered to die out. A one-color garden forms an effective addition to the regular garden of the "grown-ups."

Let each child select fifty cents' worth of seeds from the gayly colored catalogues of the seed merchants. They will soon learn how to choose; and will take infinite pleasure in studying the possibilities of their gardens. When the seeds come, let the children handle

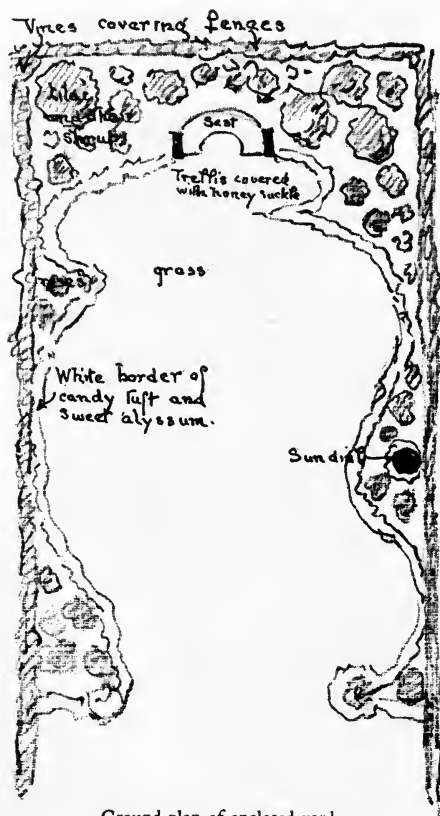


Enclosed yard cared for entirely by the children.

them and become familiar with the manner of planting, time of bloom, and other peculiarities.

A window box, where seedlings can be started, is advisable; the growth can be watched from day to day. Transplanting may be simplified by starting the seeds in half egg-shells filled with earth and set into the box. When the time comes to set them out of doors, little fingers will find no difficulty in moving shells and all without disturbing the tender rootlets; the shells should be cracked of course, when the seedling is once in place. Children should have bulbs, too, for early flowering.

While describing the plants and



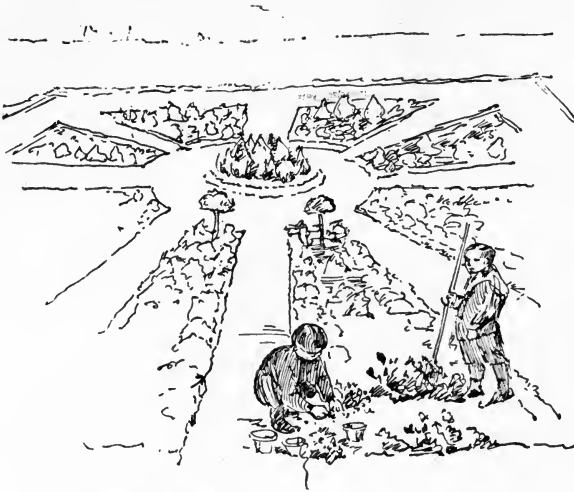
Ground-plan of enclosed yard.



Play-house in a garden for children.

their habits, tell the children about insects, hurtful and helpful. Let the older ones prepare diaries ready for the opening season. Show them how to make trellises of simple form, of lath or wire nailed on uprights. Give them a closet or other space for their tools, unless they are to have the use of the family tools. But it is far better to give them lighter tools specially adapted to their strength, small spades and wheel barrows, and short-handled hoes and rakes. Two light watering-pots are easier to carry than one heavy one; they balance better. If light tools cannot be had, a child can do everything that is necessary after the first thorough preparation with a pointed flat stick which he can dig with while squatting close to the plants. Tools should be bright, not rusty, when brought out for use; they will be if well cleaned and dry when put away.

Parents in cities who have the welfare of their little daughters at heart would do well to consider giving up a portion of the back yard for garden space. A lattice can be nailed up on the fence for vines.



Garden with nine small beds. Children transplanting.

Some girls are handy enough to do this themselves, after the rough framework has been nailed up. Delicate flowers should be planted in boxes, nailed up out of the way of dogs and cats. The border underneath will do for the hardier plants. One bed should be devoted to herbs and simple vegetables. A child is filled with pride when she can see a bunch of her scarlet radishes, a head of lettuce, or chives, or young onions on the family table.

If possible, several yards should be thrown together to form a park-like space behind the houses. Ugly board fences should be torn down, and, if protection is needed, light iron railings set in their stead.

The tendency is to go back to Nature and the simple life. People leave town earlier each year, and return later. Many city people now regard the country house as the real home. The motor has opened many localities once closed to the city man. This is especially the case where there are young people in the family,

who love outdoor sports and gardening.

A rock garden in a shady place is excellent for the child who can find plenty of delicate ferns, and other plants that thrive in a sheltered situation. A little fountain playing into a basin between the rocks makes a refreshing tinkle on a hot day, and can be had with ease in these days of cheap concrete and plentiful water-supply. A fountain in a garden is al-

ways desirable, especially near the children's patch. Where the home is inland, far from the sea, concrete pools are built, large enough for swimming, yet shallow enough for small bathers. (A rectangular pool of practical dimensions has been made for \$50.00.) A wide grass walk all around will do for sunning, or for a warming race, after a chilly dip. Beyond, small plots for flowers may be portioned off for the boys and girls. A high encircling wall or hedge should screen the whole from inquisitive eyes. At one end a simple summer house should be built, with a cupboard large enough to hold tools for gardening, and toys, and boats for the pool.

Any garden where there are children may have a regular play-house with low ceilings and small furniture. It may be divided into a tiny kitchen fitted with range, etc., and a workshop with bench and tools.

I am wandering away from my subject, but even such an authority on children's gardens as Mr. Par-

sons points out that "household industries round out the pleasure and usefulness of a garden, for boys; and girls delight in playing house." He wisely encourages instruction in the care of the home, in cooking, washing, cleaning, etc. All children need it; but particularly those in the tenement houses where his field of work lies. Children born of thriftless parents have little chance of learning the noble art of home-making. Where it is a question of eating the vegetables they have raised, boys are as eager as girls to know how to cook, how to set the table for the guests invited to taste, how to make their rooms clean and attractive.

Farmers are calling for helpers, tenement-house dwellers are starving for lack of work. Instructing the poor in nature work is changing these conditions. All over the civilized world, an effort is being made to encourage and improve the cultivation of the soil. Where many depend on truck farming for a living, as in Belgium and Germany, most serious efforts are made to teach the children gardening. But the public school movement reaches its highest development in Sweden, where almost every school has its own garden and special teacher. In New York, although several parks and many waste lots are devoted to the children, the demand for plots is greater than the supply, and many little ones are forced to wait their turn or perhaps go without a garden entirely. The ignorance of children who have always lived in the tenements is appalling. One little girl who had persevered and raised a fine plant could not understand

how the flower "grew out of the dirty brown dirt."

Last spring I saw the planting of the newest park, the "Park of a Thousand Gardens." Children in countless numbers were there, the busiest and most restless those unfortunates who were shut out because there was no room for them until later in the season after the first crops were gathered in, when their turn would come. The proud and lucky planters, ignoring those shut out behind the railings, took the seeds distributed by watchful teachers and carefully dropped them into holes in the earth. An immense commotion arose near us, caused by a girl who was half frightened to death by a "snake which came out of her plot." Teacher rushed to the rescue, to find an inoffensive angle-worm wriggling away. She explained that the worm was their best helper, whereupon the boys who had raced up to "scotch de snake," raised another riot by slyly



Training the trumpet honey-suckle

stealing worms from weaker neighbors, and ramming them down with all their might, to enrich their own plots. City children prefer vegetables to flowers and are given five rows to raise, chosen from beans, radishes, beets, carrots, lettuce, onions, and corn. These are most suitable for children because they are "grown in a short time, are hardy, common, well-shaped, and fine-flavored."

Children enjoy competing for prizes for gardening, especially in villages. But, even in New York, remarkable results come from prizes offered for window-box gardens raised by children. Geraniums and



"A snake in my garden!"

nasturtiums flourish even in the poorest quarters, blooming lavishly among the dirt.

The "gardener's hand" is a gift from above, and must be born in the child, like a taste for painting or music. Some children, especially those who have a talent for mechanics, fail utterly in gardening.

Your true gardener never loses the plants he transplants, his seedlings are the biggest, his slips always in demand. He may grow wealthy, yet no one works harder at health-giving manual labor. The taste for gardening acquired early never leaves him; his is the true joy of life.

MY GARDEN

A GARDEN is a lovesome thing, God wot!

Rose plot,

Fringed pool

Fern'd grot —

The veriest school

Of peace; and yet the fool

Contentends that God is not —

Not God! in gardens! when the eve is cool?

Nay, but I have a sign;

'Tis very sure God walks in mine.

T. E. BROWN.

WHAT THE GARDENER THOUGHT HE SAW

HE thought he saw a Garden Door

That opened with a key:

He looked again, and found it was

A Double-Rule-of-Three:

"And all its mystery," he said,

"Is clear as day to me!"

LEWIS CARROLL.

CLOTHING THE CHILDREN

(The Editor has received a number of interesting letters from subscribers on the subject to which this department is devoted. These letters contain such practical suggestions that the department this month is given over entirely to three of them.)

To the Editor of HOME PROGRESS:—

I agree with your "Subscriber," whose letter appears in the third number of the magazine. In the main, she is right about the white frocks. You should hear Katinka's French nurse on the subject of children's wash dresses. For she has French taste and is proud of seeing Katinka prettily arrayed, and always immaculately clean. She "adored" the frocks I made last summer for Katinka, the buttonless outfit.

I bought most of the percales and lawns, — remnants — for about 14 to 25 cents the whole frock, and touched them up with a few fancy stitches, or bits of embroidery. She looked quite Greek with her dimpled neck and arms, and bare sandaled feet. Those dresses were not all white. One had rose-pink balls, with feather-stitching in 'lustre' of the same shade of rose around the square neck and on the elbow sleeves. Another had tiny blue flowers, with a printed blue border. Others had yellow figures on white grounds; some were solid colors: currant-reds and rich blues; and were trimmed with scraps of crochet lace, wash soutache, etc.

I want her to feel as much at home in her clothes as a nun does. You remember the artist who said that the Sister of Charity was the best dressed woman in Paris because she had worn the same type of dress so long that she was unconscious of it.

KATINKA'S AUNT.

To the Editor of HOME PROGRESS:—

IN a recent number of HOME PROGRESS, you spoke of using sailor suits, instead of aprons, for children. I shall try this, next winter. Have you ever heard of making figured slips, to be worn underneath white muslins? My little girl has a very dark complexion. A pure white dress is not becoming to her. Yet, there are times when no other dress is really suitable for a child. I tried, last summer, making an under-slip, low-necked and short-sleeved, of pink-flowered muslin. This was worn under a white dimity dress, with pink waist and hair ribbons. The effect was charming.

A SUBSCRIBER.

To the Editor of HOME PROGRESS:—

IN this month's HOME PROGRESS, under the Department of "Clothing the Children," you have a paragraph on the subject of *not* dressing little sisters of very nearly the same ages alike. I have three little girls of 2, 4, and 6. They all had red coats this winter. Next year all the children will have outgrown these coats. The baby's, I shall not be able to use; the other two, I can "hand-down." I shall do this, and, at the same time get another little red coat for the oldest girl. The coats all being the same color, the children will not look as though they were wearing "handed-down" garments. If the coats were different colors, they would.

A MOTHER.

EDITORIALS

ON HOME PROGRESS

IN the last number of HOME PROGRESS, we spoke, under this title, on the great pleasure a family may lay up for itself against the future by making and preserving photograph albums; especially of the children. In earlier numbers of the magazine, we had considered the enormous value of reading; especially, reading under direction;—and of the importance of discussing with others the things read; and of the great value, in pursuing any course of study, of keeping note-books.

We would say a few words now about literary hobbies; and the benefit, as well as the pleasure, that may be derived from them.

Suppose one is interested in outdoor life; more specifically, in botany. And suppose that one possesses a copy of Shakespeare's Plays. One's hobby may be botanizing. The richest fields for this hobby lie, perhaps, within the confines of "The Winter's Tale," and "A Midsummer Night's Dream";—but one may find many a flower elsewhere. There is, for instance, the little "weak flower" in Friar Laurence's "osier cage," which, "being smelt, with that part cheers each part; being tasted slays all senses with the heart." What was that flower? The rider of this particular hobby might spend many a holiday hour trying to find out.

Or, let us suppose that one is interested in natural history. Unquestionably, "As you Like It" is the

play of Shakespeare most thickly populated with wild animals. The hobbyist, however, will find rare birds in more sparsely inhabited plays;—there is, for instance, that "Arabian bird" mentioned in "Cymbeline." How pleasant a quest for an ornithologist,—the classifying of that bird!

There are many books; there are many hobbies. Let us, for our own good pleasure, effect a combination between the two.

TOUCH, HEEDLESS COMPANION OF THE OTHER FOUR SENSES

THE other day, I asked a well-known physician to write an editorial for HOME PROGRESS on the subject of "The Five Senses." "I could say a good deal about four of them," he replied; "Seeing, Hearing, Smelling, and Tasting;—but when it comes to the fifth one, Touching;—the principal thing to say about that is: Let it have as slight acquaintance with the other four as possible. It is usually such a bad companion for them!"

We cannot be too careful to teach this to the children. Their eyes and their ears, their noses and their mouths, are to come into contact with their hands as little as possible. When a child pulls at its eyelashes, pokes its fingers in its ears and its nose, and puts its thumbs into its mouth, it is establishing an intimate intercourse between Touch and the four other senses, that should not

prevail. The hands should treat the organs of Seeing, Hearing, Tasting, and Smelling, with the greatest respect and gentleness.

COÖPERATIVE GARDENS

IN the city neighborhood in which I live, the house at the corner of the street has a bit of a garden space between it and the side street. All the other houses have only paved back-yards.

Last summer, a number of the families living in this row of houses spent the summer in the city. Many of them had children. Most of the children wanted to make gardens. Only those who lived in the house on the one corner had any garden space at all.

The mother of these children suggested that all the children in the block combine their pennies and their energies with those of her children; and together make a garden in the little plot at the side of her house. This was done, with great delight and surprisingly good results, — both from a health, and from a floral viewpoint. All summer long, and well into the autumn, this little coöperative garden was in bloom.

Why may not other city people try this plan? Let your own children and the other children unite; and make a garden. If you have the garden space, offer it. If another neighbor has it, suggest the plan to her. Both health and happiness for the children will be the result; — to say nothing of the pleasure their gardening will give the entire neighborhood.

THE CHILD'S BEST MORAL GUIDES

IN this number of HOME PROGRESS, we have a most significant article on the subject of "Moral Education Among the Jews." Dr. Lehman, the author, writes from the basis of wide experience in the moral guidance of the children of his race and religion.

And to what conclusion does he bring us? To this: — That the inculcating in a child of a knowledge of the difference between right and wrong, and the implanting in the child's mind and soul of the desire and the determination to do the one and eschew the other, depends, not upon the use of one theory or another; on the holding of one religious belief or another; — but upon the love and care of the individual father and mother for the individual child. By example, by precept; and, above all, by the constant watchfulness growing out of abiding love, can moral training be effected.

This, Dr. Lehman says, is the only way in which Jewish children are, have been, will be, or can be, given moral guidance. Do not the religious leaders among the Gentiles say exactly the same thing? Indeed, are not all of us, who have given this subject serious thought and study, of one and the same mind regarding it? Jews and Gentiles, we desire our children to become the best possible men and women. And, Jews and Gentiles, we realize that only through the training received from the best possible parents can this be done. In our belief regarding this most important matter, we are all in entire unity.

OLD-FASHIONED RHYMES FOR CHILDREN

LOVE OF FINERY REPROVED

'T was Sunday morn; the bell had toll'd,
When Bess, a child of six years old,
Said, Dear Mama, do not refuse
To let me wear my yellow shoes.

You know, Mama, my crimson sash;
O dear, I'll cut so great a dash!
And then the feathers too I'll wear;
Just think how all the folks will stare!

Mama was angry; yet she smiled,
And thus addressed her foolish child:
Indeed I wonder much, my love,
Such thoughts your little heart can move.

Your plain white frock, come, quickly bring,
And then those shoes that want a string;
And come, your beaver hat put on,
Make haste, Papa's already gone.

Let no fine sash, nor glittering dress,
Be ever seen on little Bess.
Nor gaudy colouring e'er be thine:
Be neat, my child, but never fine!

DIRTY HANDS

O BLESS me, Mary, how is this?
Your hands are very dirty, Miss;
I don't expect such hands to see
When you come in to dine with me.

Mama, said little Mary, pray,
Shall we have company to-day
That I should be *so very* clean?
By whom, pray, am I to be seen?

By whom, my girl? why, by Mama,
By Brothers, Sisters, and Papa;
Pray, do you not most love to see
Your parents, and your family?

Be cleanly and polite at home,
Then you're prepared if friends should come;
Make it your habit to be clean,
No matter then by whom you're seen.

MORAL EDUCATION AMONG THE JEWS

BY EUGENE H. LEHMAN, M.A.

Director of Religious Education, Free Synagogue, New York City, and Instructor of Jewish Literature, Yale University

THERE are two conflicting religions in the Old Testament — a legal religion and an ethical religion. There are two opposing classes of teachers in the Old Testament — the priests and the prophets. The priests taught

done — if even there. The dominating idea of the prophetic religion consists in doing justice, loving mercy, and walking humbly with God. This can be done in Palestine — and everywhere.



Confirmation Class, Free Synagogue, New York City, 1912.

the legal religion, which later came to be known as Judaism. The prophets taught the ethical religion, which is already known in the progressive school of thought, as the Hebrew religion. The dominating idea of the priestly religion consists in carrying out with the minutest care every detail of every ceremonial, as commanded in the first instance in the Torah (Pentateuch), and as later developed in the Talmud. In Palestine alone can this be fully

These two opposing currents of thought run through Israel's long history. From them come the two irreconcilable aims of religious and moral education among the present-day Jews. Although it may not be very clear to themselves, the modern representatives of the priestly religion are following a curriculum which aims largely at preparing boys and girls for citizenship in Palestine alone. The modern representatives of the prophetic re-

ligion — and their purpose is very clear in their own consciousness — aim to prepare boys and girls for the duties of life in whatever land they may dwell. For those who believe in the Palestinian aim, the chief subject in the course of study is Hebrew.

It is the purpose of the present article to deal with but one aspect of the prophetic ideal of modern Jewish religious education, which to distinguish it from the Palestinian, might be called the American ideal. Typical of this ideal are the Free Synagogue Religious Schools of New York City. The purpose of these schools has been stated thus: "To create in every pupil a feeling of Jewish consciousness, a feeling that he is a real part of that great historic world movement that had its rise before the days of Moses, that received and still receives its inspiration from the Hebrew prophets, that has altered itself throughout the centuries to meet the needs of existing generations, that will continue onward toward eternity, true to its source of inspiration, and loyal to its mission, — a feeling that God demands that every pupil as a part of this religious movement must live at all times in belief and in deed, a life the highest and most useful to all mankind that the schools can lead the pupil to conceive of, — a life that in the largest degree possible must help to realize the prophetic mission of Israel."

The threefold problem therefore before the Jewish teacher and mother is this: (1) How to kindle the child's imagination so that he may behold a vision of the highest and most

useful life before him — a vision of the "prophetic mission of Israel." (2) How to set the child's heart aflame with a consuming love for this vision. (3) How to train the child's will that he may answer to the call of this vision: "Here am I. Send me." The imagination, the heart, the will — these are the important elements in character, elements to which the prophets themselves were constantly appealing. It is with these that the modern disciples of the prophets must always work. Dreaming of the right, feeling for the right, doing the right — that is Isaiah's conception of moral education.

1. How does, or should, the Jewish teacher try to kindle the child's imagination so as to dream the right?

The Jewish mother will tell the same stories that Isaiah's mother told him, that Mary told Jesus. She will tell him how God created this world for the happiness of his children, how God shows his love for man in the rainbow, how God spoke to Samuel, watched over Joseph, provided food for Elijah, guided David, and protected Daniel. These and many other stories in the Bible, in history, and in nature, stories that reveal God's love for all of his creatures, she will tell. She will not permit herself to stop to ask questions, except when the child's mind seems to have wandered away, or when she doubts as to whether she has made the narrative sufficiently clear. She will answer questions simply.

Woe to her if she spoils these stories! But if in real seriousness she asks, "Why should I tell a child

stories that I myself don't believe?" the answer would be, "It is not you, the prosaic and wise grown-up inhabitant of this care-worn world, that is telling the story. You forget you have become transformed into a poet, or into the ancient Biblical singer by the camp-fire. You are seeing things as they saw them — as the child sees them. You must play your part true to life. You are beholding the visions they beheld, because you are seeking to kindle a youthful imagination. Possibly you thought you were teaching real history and real science. In that case you were of course committing an unpardonable error. If the child is likely to ask you whether or not the story is true, set him right, if possible, before you assume the garb of the poet or the singer. Let him know that people have dreamed, and do dream, of beautiful things that never were, nor will be, and he will begin to behold a vision of a life — so beautiful, so large, so useful, that it never will be — such was the dream of the Hebrew prophet. Do you ask, 'What is the use?' Then I answer, as did Plato, to the question, 'Where is the ideal republic?' 'In heaven,' was his reply. 'But what is its use?' he was asked. 'To look at,' he answered. '*Where there is no vision the people perish,*' that is the answer



Four Jewish high school girls.

that the Book of Proverbs gives to the mother who inquires 'What is the use?' Without a vision there would never have been a prophet, a poet, a philosopher, an artist."

2. How does, or should, the Jewish teacher and mother nourish the child's

love for this dream-world? Love for the unreal in children is automatic; it generates itself. Joseph will stand for faithfulness, David for bravery, the Brothers for cruelty, Goliath for boastfulness, — the one they will love, the other they will condemn, — guided by the instinct in their childish hearts. Then the mother must show that Joseph's faithfulness was not born full-fledged in the moment of need. No; there was a long practice in self-control that enabled him to overcome his temptation. Courage did not rush into David's heart for the first time in the moment that he beheld the proud giant. No; there was a long period of training in the shepherd's perilous duties lying back of this contest. The narrator will so tell the story as to make clear, without necessarily pronouncing it, his own moral judgment on the deeds and characters of the actors.

It is hard to think of a word in any language fitting to characterize those who deal in a frivolous manner with ethical and religious education.

Yet how common it is in our large cities on a Sunday morning to see in the street-cars religious school-teachers preparing — for the first time as they themselves will often admit — to teach a lesson to a class a few minutes later involving careful moral judgments! At best, such a teacher will accomplish nothing else than the impartation of a few dry facts which even he himself will not be very sure are facts. In this class-room there will be no love for the ideal — nor indeed any for the teacher. His work will be a burden to him; and religion will be the poorer for his having been her advocate.

Finally, the child will learn to love the right by hearing of others who have loved it, fought for it, died for it. With such men and women Jewish history is filled. Not the man of muscle, nor even the man of intellect, but the lover of justice and holiness — it is such an one that has been the Jewish hero throughout the ages. A hero he was; for an unflinching love of his principles often demanded of him the highest type, not only of physical and intellectual, but of moral and spiritual heroism. Such men and women were loyal to the commands of their hearts, because their eyes were not on the present but on the future. For one viewing the world under the aspect of eternity, there is no such thing as ultimate defeat. The future for which the Jewish martyrs suffered is the Jewish child of to-day. The heroes of his history were loyal to the right for his sake. He must return that loyalty to them. He must be led to feel that his heritage,

whether he chooses it or not, places upon him the duty of loving and living in the spirit of his ancestors for ideals no less noble than theirs.

3. But the fruit of it all lies in *doing* the right. Many may behold the vision, many may desire it; but few, indeed, make anything like a persistent attempt to actualize it; yet, unless the teacher has led his pupil not only to, but through this last stage, his work has not been completely successful. There are, to be sure, moral teachers of prominence — Mr. F. J. Gould, of England, for example — who maintain that results, at any rate immediate results, are not to be sought for. The great defect of this position is that the child develops the habit of failing to follow up “the should” by “the ought.” He has his conscience quickened to action; but does not act. To behead a right impulse from fulfilling itself is deadly to moral and spiritual growth. Yes; not to drive home the application is in itself a thing almost immoral. It is better, one is tempted to say, to leave the impulse unborn.

The force in us that converts dreaming and feeling into doing is the will. This ability to determine upon and to follow out a course of conduct is the most momentous power under human control. By virtue of the will, man builds up not only his own life and character, but also the lives and characters of those with whom he comes into direct and remote contact — with his family, his state, and his nation. By virtue of the will is done all that is done. Hence one of the most important questions a teacher can

ask is: "How cultivate the will?" President Charles W. Eliot tells us how this can and cannot be done. He states that the cultivation of the will "can come only through choosing and doing: it cannot come through submission, unnecessary obedience, inaction, or any sort of passiveness. In this respect a child's training closely resembles a whole people's training. Democracy makes choices and decisions, and acts for itself." ("Atlantic Monthly," November, 1903.) The first step in training the will is to station a sentinel on guard over the impulses. Later, as the child grows older, he should be encouraged to make, after thinking, a choice between possible lines of action. He may or may not go out driving this afternoon. But whichever course he selects, it must be made very clear to him that the responsibility and consequences of his decision rest on himself. His over-fond mother should not attempt to shield him from any moderately unpleasant results of his choice. Finally, he should be taught to feel that it is the commanding duty of his life to obey, amidst the storm of temptations wildly driving about his soul, that still small voice that whispers — yet loudly enough to be heard if he will but hear: "This is the right. Do as I bid."



A Jewish girl and a friend enjoying a social hour.

Obedience to will, — to the divine will, — this is the profoundly significant fact standing out conspicuously in Jewish history. Those matchless teachers, the Hebrew prophets, seldom reasoned with their hearers. It was almost never the intellect, but

nearly always the will, to which they appealed. And this will, whether it was their own or God's, would have itself obeyed. As Amos proclaims: "*The lion hath roared, who will not fear? the Lord God hath spoken, who can but prophesy?*" Even the later scribes and the rabbis of Talmudic days, although they often lost themselves in the endless dialectical discussions over hair-splitting details, nearly always had more or less consciously before them the aim of holding the nation firm in its submission to the Torah.

Measured by its results, throughout the three milleniums of its history, Jewish moral and religious education has been fairly successful. The purpose of the teachers in the various centuries has been more nearly attained than most human purposes are. Judaism seldom fails to produce a man when a man is needed. The kind of a man she needs to-day is a prophetic teacher. Let no one doubt, but let every one believe that he will appear.

TOPICS FOR DISCUSSION

(The Editor suggests that the grown-up members of the family meet — either alone or with other subscribers in the neighborhood — at the end of each month; and discuss the topics given in the current issue of the magazine.)

I. HEALTH

- a. Do my children breathe through their mouths? If so, do I realize that a physician should be at once consulted?
- b. Are my children's teeth in good condition? Do I have them examined by a dentist at least once in every six months?
- c. Are my children subject to sore throats and colds? If so, do I know whether this condition is due or not to enlarged tonsils, or the presence of adenoid growths?

II. MENTAL TRAINING

- a. Have my children a garden? That being impossible, because of residence in a city, have they window boxes, in which they may grow plants?
- b. Would it be possible for me to utilize my back yard as a garden for my children?
- c. Do I realize that not only health, but education, may come to a child through working in a garden of its own?

III. MORAL GUIDANCE

- a. Do I realize how valuable it is, in planning for the moral training of children, to acquaint myself with the methods in use in each of the great religious groups into which the world is divided?

- b. Do I know in what particulars Protestants, Roman Catholics, and Jews differ in their conceptions of what constitutes the best ethical training of children?
- c. Do I know in what particulars their ideals and methods are alike?

LIST OF BOOKS FOR ADDITIONAL READING

(The Editor would advise that members of the course select from this list two or more books under each main topic; and read them at leisure.)

I. HEALTH

1. "Instinct and Health," by Woods Hutchinson. (Dodd, Mead & Company.)

A most valuable new book from Dr. Woods Hutchinson.

2. "From Kitchen to Garret," by Virginia Terhune van de Water. (Sturgis & Walton Company.)

A volume that every housekeeper will be glad to have in her possession. It will help her to keep the house clean and orderly, with the least expenditure of time and labor.

3. "The Flower Princess," by Abbie Farwell Brown. (Houghton Mifflin Company.)

One of Miss Brown's most charming books for children. Every healthy little boy and girl will enjoy it.

4. "Adventures in Home-Making," by Robert and Elizabeth Shackleton. (John Lane Company.)

A delightful book on the subject of "making over" a dilapidated house. It reads like a story, — a story any one of us, given the opportunity, might happily live.

5. "The Corner of Harley Street," Anon. (Houghton Mifflin Company.)

A book of letters written by a physician. Not in years has so intensely interesting a volume appeared. It is permeated with that subtle thing known as "atmosphere."

6. "Old Mother West Wind," by Thornton W. Burgess. (Little, Brown & Company.)

A delightful outdoor story for the little children of the family.

II. MENTAL TRAINING

1. "Little Gardens for Boys and Girls," by Myrta M. Higgins. (Houghton Mifflin Company.)

A practical book on gardening for the children. Even the very small boys and girls, with the help of this book and its diagrams and pictures, will be able to make "little gardens."

2. "The Flower Garden," by Ida D. Bennett. (Doubleday, Page & Company.)

A book on gardening that children, with even a small gardening space, can use to advantage.

3. "Strawberry Acres," by Grace S. Richmond. (Doubleday, Page & Company.)

A most interesting story. It deals with the adventures of a family of boys and girls, and their strawberry patch.

4. "Interest and Education," by Charles De Garmo. (The Macmillan Company.)

A most valuable book. Every parent and every school teacher should possess it.

5. "The American Rural School," by Harold Waldstein Foght, A.M. (The Macmillan Company.)

A book that country parents, and others interested in the education of country children, will find most valuable.

6. "The Lay of the Land," by Dallas Lore Sharp. (Houghton Mifflin Company.)

One of Mr. Sharp's most delightful nature books.

III. MORAL GUIDANCE

1. "Child Nature and Child Nurture," by Edward Porter St. John, A.M. Ph.M. (The Pilgrim Press.)

A significant book. It contains the most pertinent suggestions to parents on the home training of children.

2. "Diary of Anna Green Winslow," edited by Alice Morse Earle. (Houghton Mifflin Company.)

The diary of a little girl of olden times. Every mother should put this book into the hands of her small daughter.

3. "The Story of a Bad Boy," by T. B. Aldrich. (Houghton Mifflin Company.)

A book for boys, as delightful as it is famous. The bad boy, who was "not so very bad," ought to be as well known to present-day children, as he was to their parents in their childhood days.

4. "The Psychology of Child Development," by Irving King. (The University of Chicago Press.)

A careful study of the expanding mind of the child.

5. "Mother and Daughter," by Gabrielle E. Jackson. (Harper and Brothers.)

A very readable book. Every chapter contains illumination for mother and daughter.

6. "The Fairchild Family," by Mrs. Sherwood. (Frederick A. Stokes.)

An old-fashioned story for boys and girls. Its quaint didacticism will help them "to be good," as it helped a former generation.

THE EDITOR'S FIRESIDE

THIS, the fourth number of the HOME PROGRESS MAGAZINE, continues the first course, the Health, the Mental Training, and the Moral Guidance of Children. The consideration of the first of the three main divisions of the course, Health, has to do in this number with the care of the child's nose and mouth. Dr. Eastman has written on this subject a companion article to his treatise of last month on the subject of the care of the child's eyes and ears.

The Editor would suggest that members of the course continue their work in it this month by reading the 16th, 17th, 18th, 19th, and 20th chapters of "The Handbook of Health"; and also chapter 25 which deals with the teeth. Then Dr. Eastman's article should be read; following this the editorial, "Touch, Heedless Companion of the Other Four Senses." When this reading has been carefully done, and notes taken of such points in it as require further explanation, members should turn to the "Topics for Discussion," and read and discuss, after the manner suggested in the editorial note preceding them, the topics under I.

The explanatory chapters of "How to Tell Stories to Children" have some time since been fully read by our members. Eight stories from each of the three graded groups of stories in "Chapters Selected and Adapted for Telling"

have also been read and considered. The Editor would advise that four more stories from each group be used after this same manner. Notes should be taken according to the suggestions given in the opening editorial of the third number of this magazine; after which, Miss Budd's article, "Children's Gardens," should be perused; then, the editorial, "Coöperative Gardens." Finally, the "Topics for Discussion" under II should be used, according to the general hints given. This all comes under the second main division, Mental Training.

With the third main division, Moral Guidance, a like method is to be followed. The 11th and 12th chapters of "As the Twig Is Bent" should be taken up; next, Dr. Lehman's article, "Moral Education among the Jews"; and following that, the editorial, "The Child's Best Moral Guides." Lastly the "Topics for Discussion" under III should be employed, according to the suggestions made. When all this has been accomplished by the member, a letter might be written to the Editor, setting forth such questions, problems, and needs, as the particular member possesses. All letters will be regarded as confidential; personal replies will be sent in each case.

The "List of Books for Additional Reading" this month is made up of books relating especially to the subjects considered in the three main

articles. They comprise unusually valuable material.

The reprints this month are, in the main, taken from "old-fashioned" books. Two such books are recommended in the List.

We are also using an "old-fashioned" picture for a cover design; and another for a frontispiece. Several of our subscribers, who are grandmothers, have asked us to make use of some of the books and pictures which were so familiarly dear to them in their childhood.

They feel that their grandchildren will find pleasure and profit in an acquaintance with them. We agree in this view.

Four "new-fashioned" books are reviewed. One is a book on education; one is a series of essays on the "boy problem"; one is a "flower book"; and one is a story about a little girl.

It is our object, in HOME PROGRESS, to make use of all that we can find that is most excellent, old or new. We thank our subscribers for helping us.

OUR BOOK TABLE

THE SCHOOL IN THE HOME

By A. A. Berle, A.M., D.D.

THIS book, written by an eminent educator, deals with the great importance to children of receiving in their homes, from their parents, careful and systematic instruction from the moment of their conscious life. This conscious life, the author maintains, begins at birth.

Dr. Berle is the father of four children, all of whom are several years in advance of other children in their classes in school. One of his daughters entered Radcliffe College at the age of fifteen; and his elder son, when thirteen years old, passed the Harvard University entrance examinations. Both children are doing their work well in these colleges; both are perfectly well; and both are happy. Dr. Berle feels that any children might reach such points in their scholastic work, if

trained as he has trained, and is training, his children.

The book describes in detail just what this training is, and how, and when, it was given. Dr. Berle has tried it with other children than his own, with the same results. Parents and school teachers cannot afford to omit giving this book a careful reading. It is one of the most valuable contributions to the science of pedagogy that has appeared in our era.

(Moffatt, Yard and Company. \$1.00 net.)

POLLY OF THE HOSPITAL STAFF

By Emma C. Dowd

THIS is the story of a delightful little girl who, as the result of an accident, spends several months in the surgical and convalescent wards of a city hospital. She tells stories to

the other children in the ward, and plays games with them. Not only they, but also the resident physician and the nurse in charge, become so attached to her and so dependent upon her for good cheer, that the hospital board makes her a regular member of the hospital staff. Her adventures in the wards, and with her aunt (who turns out not to be her aunt), and with a rich lady, a patient in the hospital, who offers to adopt her, are told with great vivacity and charm. A thread of romance runs through the book, which ends happily for every one concerned, — especially the resident physician, the head nurse, and Polly.

Children and grown-ups alike will enjoy this book. So will doctors and nurses. So, particularly, will persons who are sick in hospital wards.

(Houghton Mifflin Company. \$1.00 net. Postage 8 cents.)

HARPER'S GUIDE TO WILD FLOWERS

Mrs. Caroline A. Creevey

THIS book will be hailed with delight by every amateur botanist. It is a "guide" that combines a real respect for scientific botanists with a friendly consideration for the unscientific lover of wild flowers.

In it, the flowers are grouped, not according to "families," but according to colors. Thus, if one, wandering afield on a May morning, should find a violet, he may, by looking under "Purple or Blue Group," read every detail of its history; and find

out all its "names," both "common" and "botanical."

The nomenclature in the book is that of Gray. It is at once brief and comprehensive.

The illustrations comprise several full-page colored pictures and numerous line drawings. They add greatly to the pleasure and value of the book.

All the flower-loving members of the family, whatever their ages, will be glad to use this "guide."

(Harper & Brothers. \$1.75 net. Postage extra.)

THE BOY AND HIS GANG

By J. Adams Puffer

THIS volume, written by the Director of the Beacon Vocation Bureau of Boston, should be put into the hands of every person who has a "boy problem" to solve. Starting with the well-known fact that every normal boy belongs to a gang, whether a good or a bad one, the author goes on to show why it is that every normal boy does, and, moreover, should. His aim is to bring teachers and parents to a realization and an understanding of the power and importance of this factor in a boy's training.

The narrations with which he illuminates his book, and the conclusions he draws from them, are the results of many years' work with boys. Other workers in the same field will welcome this book.

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NUMBER 6

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From a photograph by Alice Austin.

Illustration for "Teaching Good Manners to Children," page 9.

"In the three-year-old child's schedule, table manners will figure prominently."

HOME PROGRESS

PUBLISHED BY HOUGHTON MIFFLIN COMPANY, 4 PARK STREET, BOSTON,
MASSACHUSETTS, FOR THE HOME PROGRESS COURSES

CLEANLINESS AND HEALTH

BY LUCIA MILLET BAXTER

MOTHER Nature has given us lavishly three great helps to cleanliness: fresh air, sunshine, and water. If we neglect to use these intelligently, what can we expect but disastrous results? The care of the home and the family comes under the house-mother's supervision, whether it be immediately intrusted to mistress or maid; and much depends on her vigilance. A clean house means healthy children; and ignorance of the conditions in one's house may cost the life of the little ones. Careless housekeeping promotes disease; therefore, it is most important actually to know for one's self that the house is clean from garret to cellar.

Vacuum cleansers, dustless dusters, and other labor lighteners, make it possible to keep one's house freer than ever before from the germs collected in dust. A house that is kept clean all the time does not require the old-time spring cleaning that not only so disgruntled the men members of the household, but so used up all the women, that it might almost justly have been called the spring killing. The most sanitary houses are without carpets; bare floors with rugs are more easily made clean, and kept free from dirt.

How many of us realize that fresh air is a means to cleanliness,

necessary to health as well as to good spirits? Open the windows every morning, rain or shine; damp air is better than impure air. On a cold day it will only take a short time to change the air. Remember, it is far easier to heat the clear cold air than the heavy close air so often found in houses, especially in winter. However hot it is outdoors, the air of the house should be kept in circulation in the summer. When a house is shut up tight — in hot weather to keep it cool, and in cold weather to keep it warm — the confined air is usually intolerably impure. It has been shown that colds and other infectious diseases are promoted as much by the bad air containing emanations from unclean bodies in the confined conditions of the winter months, as by lack of oxygen in the air.

Open the windows when sleeping; the old-time notion that night air is not good for us has been exploded. It is better, if one does not care to open the sash the full width, to open the window both top and bottom. If opened only in one place, half the space is required for the bad air to go out; and only a small space is left for the good air to come in. Many intelligent thinking people are careless in this respect; they do not give



"Fresh air in the house is necessary to cleanliness."

themselves enough fresh air; and so they pay the penalty with sleeplessness, morning headaches, pallid faces, white lips, and a general condition of anæmia.

Children suffer particularly from this lack of fresh air when sleeping; and their vital forces, in consequence, are seriously depleted. The fresh air feeds and cleans the lungs; without it, the lungs are starved; and the child's body loses its strength and energy; and becomes susceptible to disease germs. It would be considered a disagreeable and unclean thing to bathe in water that had been used before; but to breathe the same air over and over again is not commonly enough thought to be the unclean practice it is; or it would not be allowed by thoughtful persons. Take an early morning stroll, before people are out of bed; and see how few bedroom windows are open. After a tuberculosis exhibition in one of our great cities, attended largely by poor people, it was noticed that more windows were thrown open at night.

Next to fresh air in the house,

the beautiful and friendly sunshine is the most essential thing. Sunshine is life-giving; and is invaluable as a creative agent. A house with no sunshine is depressing; to a sensitive child, the lack of it will cause a lowering of the system. It has been noticed in hospitals that the recovery of patients is slower on the north side in comparison with others kept on the south side, and in the sunlight. Every house should have abundant sunlight in every corner of its rooms.

Through the windows comes all the light of the house; it is deplorable that so many houses are kept dark by draperies and blinds. How badly we should feel if we could not have full-sized windows in our houses! Yet we are quite willing to waste half—or even more—of the space by covering it with opaque shades, shutting out just so much light, sunshine, and health. If you notice the windows in nearly all the houses even in the best parts of the city, you will see how dark the rooms must be inside. Who knows what demons of disease may be lurking in the dark corners within?

Take two families of children, both equally well-fed; place one in the fresh air and sunshine every day; keep the other under the roof, and with almost no fresh air. It would not take long to make the difference most apparent. The children used to being out-of-doors will be brown and rugged; with clear eyes, red lips, and good appetites; while the others will be pale, white-lipped, nervous, and fretful, and relishing almost no food. The sickly appearance of most of the children

of the poor comes quite as often from air starvation at night as from malnutrition.

It is important in the care of the house that every woman should have enough knowledge of plumbing to know how many traps are in the house, and where they are situated; and be able to have them cleaned out at intervals depending on the size of the family, — the process not being required quite so often in a small as in a large family. In some houses, the trap covers are sealed down; and not to be opened unless a plumber is called. This is wrong; and most dangerous to health. Flushing the traps and pipes often with boiling water — one of the best of germ-killers — is absolutely necessary, especially in the kitchen. It is of little use to employ any disinfectant without using also boiling water.

The cellar is a place that is often neglected, being generally dark, cold, and disagreeably damp: conditions not conducive to cleanliness and health. There should be some way of letting in the sunshine and fresh air to dry and purify the cellar. An unclean atmosphere in the cellar will permeate the whole house; it has often been the cause of illness to some member of a family. Nothing should be permitted to stay in the cellar for any length of time that will collect dampness, such as piles of old newspapers and barrels of dirty rags. To this latter cause was once traced the diphtheria of a child in an otherwise clean and well-ordered house. Vegetables and fruit stored promiscuously in a cellar, will collect dampness and

decay; and thus become dangerous to health. Personal supervision of the cellar by the mother in the house is almost more necessary than supervision of any other part — unless it be the ice-chest.

How often the ice-chest becomes a menace when it is left wholly to the care of servants to clean as well — and as seldom — as they see fit! What wonder is it that the milk does not agree with the child when it has become tainted with the foul air of the unclean and bad-smelling ice-chest! If you will interview your ice-man, you will be surprised at what he will tell you of the conditions of ice-chests observed on his daily rounds. An evil odor is nature's way of warning; and when found, the cause should be promptly discovered and obliterated. Everything in the ice-chest should be well covered; — an inverted tumbler or cup placed over the milk and cream jars. All liquids should be wiped up as soon as they are spilled; and bits of food should not be allowed to collect. Cooking soda, used as a powder, is excellent as a cleanser, almost polishing the sur-



“ Abundant sunshine in every corner.”



"Cleanliness in the kitchen means purity of the food."

faces of chests lined with aluminum or zinc, as well as sweetening the air. Bits of charcoal, changed once in a while, are useful as a sweetener; but nothing will do much good, unless the chest is kept sweet and clean with hot water and pure soap; both being the most excellent disinfectants. The pan under the ice-chest is apt to be a great collector of germs. It should be emptied each day; washed and scalded often. If it becomes slimy, which may happen unless it is carefully watched, it is dangerous. To slime on the ice-chest pan might be traced many a sickness.

Cleanliness in the kitchen means purity of the food. Laws have been passed to insure pure food; but on the house-mother depends much of the problem of keeping food uncontaminated. There is no simple food test. Food that is wholesome will be known by its normal odor.

Anything that smells queer, and tastes all right, we are apt to risk eating; we do not mind a slight attack of indigestion in consequence. With children it is different; and many of their complaints, especially in summer, could easily be traced to tainted food. We demand pure water, and yet we habitually put in it ice that has come to us covered with filth; washed carelessly, if at all.

It is important that there should be stringent regulations for kitchen discipline; observed alike by members of the family, and all domestics. It would be desirable to have a set of simple printed rules posted permanently over the kitchen sink. Handle nothing in the kitchen before washing the hands in hot water and soap. Require all the dishes, after being washed in water and soap, to be sterilized more fully by



"Be sure all dishes are washed and wiped with clean cloths."

dipping in a pan of scalding hot water. Be sure they are washed and wiped with clean cloths,—the lack of a clean dish-mop is where many a housekeeper slips up. Wash all fruits and vegetables thoroughly before cooking or eating them. Vegetables, such as cabbage, cauliflower, or lettuce, should stand in salted water before being used. Kitchen discipline should require that a person never come from the toilet without thoroughly sterilizing the hands by washing with hot water and soap. Another important rule

is that they should never touch food with spoon, knife, fork, or fingers that have come from the mouth.

How many of us would care to have a health inspector visit our houses and pass judgment on the conditions found? Our garrets may be filled with the accumulation of years (most garrets are); and the cellars so bad that it is a puzzle to know where to begin to remedy their condition. It might be wise for us all to become house inspectors ourselves and thus insure the health of our families.

SMALL SERVICE

Small service is true service while it lasts:
Of humblest Friends, bright Creatures! scorn not one:
The Daisy, by the shadow that it casts,
Protects the lingering dew-drop from the Sun.

WILLIAM WORDSWORTH.

A CHILD'S GRAVE

MORE than a hundred years ago
They raised for her this little stone;
Miss Polly Townsend, aged nine,
It says, is sleeping here alone.

'Twas hard to leave your merry mates
For ranks of angels, robed and crowned,
To sleep until the Judgment Day
In Copp's Hill burying ground.

You must have dreaded Heaven then —
A solemn doom of endless rest,
Where white-winged seraphs tuned their harps —
You surely liked this life the best!

The gray slate head-stones frightened you,
When from Christ Church your father brought
You here on Sunday afternoons,
And told you that this world was naught.

And you spelled out the carven names
Of people, who, beneath the sod,
Hidden away from mortal eyes,
Were at the mercy of their God.

You had been taught that He was great;
You only hoped He might be good —
An awful thought that you must join
This silent neighborhood!

No one remembers now the day
They buried you on Copp's Hill side;
No one remembers you, or grieves,
Or misses you because you died.

I see the grave and reverend men,
And pious women, meek and mild,
Walk two by two in company,
The mourners for this little child.

The harbor glistened in the sun,
The bell in Christ Church steeple tolled,
And all her playmates cried for her,
Miss Polly Townsend, nine years old.

SARAH ORNE JEWETT.

TEACHING GOOD MANNERS TO CHILDREN

BY MARY WILLARD KEYES

A TEACHER one day asked her school-children to write compositions about "Good Manners." When the papers were finished they were found to be full of statements like the following: "You must not push any one"; "You ought not to interrupt"; "Don't bang the door"; "You should not talk loud."

The youthful essays teemed with "Thou shalt not's." Yet it is not children only who emphasize the negative side of manners; probably the greater number of parents advance no further than an understanding of the rules of etiquette.

The idea of manners as a positive force, a grace to be cultivated, their foundations deep-laid in character and religion, — this is an idea not widely comprehended. Such traits lie, as Mr. Chesterton says, "on the dim borderland between art and morality."

What, then, are these manners it is desirable to teach our children? Among several definitions Webster gives two that are to our purpose:

first, manners are the "characteristic mode of acting"; second, manners are "becoming behavior." The problem is to make these coincide, the becoming behavior being the characteristic behavior.

These terms are so inclusive that they may be applied to every act, from manipulating a fork to sacrificing one's life. I shall use them chiefly as they are concerned with the little things, the daily things, the routine things; that is,

the things that make up the greater part of existence.

Much the simpler half of manners is etiquette. The forms are standardized in any given age and country, and it is not difficult to find if one is sinning against them. So it is easy to teach these rules to a child,



From a photograph by Allee Austin.

"Manners are becoming behavior."

just as it is easy to teach him the multiplication tables. And like the multiplication tables these forms must be used constantly until they become automatic.

But how about the other half of our subject, the half that cannot be laid down in set terms? What are its characteristics? Are they not these: kindness, thoughtfulness, simplicity, sincerity, responsiveness, magnanimity, loyalty? In these there is no fashion, for they are always in fashion. They are the foundations, and our aim must be to help our children to learn to give expression to them in

their acts. For these, too, need practice, and there can be no flowering of them in later life if cultivation has been neglected during the early years.

Above all, it is not polish of manner that is desirable in children. Whatever these may be for parents they are the reverse of pleasing in young persons. Happily, such perversions of the principles of good manners are rare.

Children learn by imitation. This is true of morals but peculiarly so of manners. A child is receiving lessons in some sort of manners every day. Part of the time, to be sure, he is learning bad manners, and a great deal more often manners that are but in-

different. But imitate he must and will, consequently it is of supreme importance that good examples be before him. There will always be bad models in plenty, do what we can: unmannerly servants, impudent school-mates, ill-bred neighbors, and the little nuisances we sometimes encounter in street-cars and public places.



From a photograph by Alice Austin

"Children learn by imitation."

The influences at work will be the following, and for most children they will rank in the following order.

- I. The family circle.
- II. Playmates.
- III. Grown-up friends.
- IV. Literature.
- V. School-children not intimate friends.
- VI. Servants.
- VII. The general public.

Mr. Emerson said of the standard of courtesy, "It is as good as the whole society permits it to be"; and we may predict of a child's manners that they will be as good as the above seven elements in his environment permit them to be. Happy is the boy or girl who can count the first four on his side for good. It will then matter little for him what the rest are.

It is evident, then, that "domestic, lovely behavior" is to be considered first of all. No book, no description, can convey the elusive graces of tone and motion that make a common act beautiful. They must be exhibited, and exhibited often, and at close range. You can to a certain extent select your children's playmates, but the only influence you can control absolutely is yourself, — you, their father, — you, their mother.

Let us suppose that you have accomplished all you can in the way of providing excellent patterns in your home, that you have encouraged the most desirable of your child's contemporaries to be his friends. What remains to be done?

Very much. Imitation, to be of value, should be spontaneous, but training should be carried on according to scientific methods. In these days, when "scientific management" is a catch-word, we see that there can be some system even in the cultivation of courtesy; and so long as the children themselves are not aware of the system they will not be made self-conscious.

The man in American public life who has been most celebrated for his charm and his simplicity of bear-

ing was also one of the most practical — wise old Benjamin Franklin. He captivated the French court. Yet his method for cultivating the virtues was prosaic and simple in the extreme. The method was, but not the practice, not the results.

Franklin tells us in his Autobiography how he "conceived the bold and arduous project of arriving at moral perfection," and to this end made a list of thirteen virtues, apportioned to each a certain week on the calendar, and devoted himself to the practice of each in its allotted time. Can we doubt that his charming manners were the fruit of this painstaking cultivation, when we read in the list sincerity, moderation, justice, tranquillity, and humility?

If parents care enough about their children's good-breeding to plot deeply for its furtherance, they will find some adaptation of Franklin's scheme a help to them.

Suppose there is a certain family which consists of the father, the mother, and three children: Helen, aged nine; Tom, a six-year-old, and Bobby, who is just three. Some evening when the children are in bed the father and mother take pen and paper and write down for each child a list of his chief faults and defects, and in the column opposite the corrective virtues.

Suppose when made Helen's list reads as follows: —

Shyness	Responsiveness
Self-centredness	Self-forgetfulness
Awkwardness in company	Ease and grace
Contradictoriness	Acquiescence
Lack of appreciativeness	Appreciation

The parents decide they will attack the self-centredness first, as the other

faults grow out of this, and that they will attack it insidiously,—will undermine it by creating in their little girl a habit of interesting herself in other people. They agree that they will concentrate on this object for a month, in the mean time not mentioning to Helen her shyness, or her contradictoriness, or her awkwardness. The mother announces that she will take a few lessons in relaxing her muscles and using them gracefully, so that when the time arrives for substituting ease for awkwardness in Helen she will be prepared to teach her daughter intelligently.

Tom is of a different nature from Helen. His chart appears thus:—

Boisterousness	Self-control
Forwardness	Consideration
Interrupting	Art of listening
Heedlessness	Thoughtfulness
Talking of himself	Unobtrusiveness

It appears that what Tom needs more than anything is exactly the same as what Helen needs, a thoughtful interest in other people. So his training will begin much as does hers. Perhaps they can be aroused to emulation in this matter. But then a week will need to be given to checking forwardness and the habit of interrupting, and to each of the other faults, since all of these are of

a kind that must be attacked squarely in the open.

Little Bobby is none too young for lessons in self-control and unselfishness, but in his schedule table-manners will figure prominently, and this heading will need sub-divisions, such as,

Handling of knife.

Handling of spoon.

Keeping napkin clean.

The advantage in taking the lessons in rotation seems clear. A child will never learn courtesy if antagonized, and the quickest way to antagonize him is to over-burden him with duties. Napoleon's tactics were to keep the enemy divided and attack their armies in se-

ries. Even he could not conquer all the nations of Europe united, and what are all the nations of Europe compared to the array of faults and virtues that present themselves to a seven-year-old, the former to be crushed, the latter to be captured and held in possession?

In teaching all these things there is one great rule the father and mother must never forget. *They must not nag.* For many obvious reasons this is wrong, but the one that concerns us here is that nagging is the most flagrant form of parental bad manners.

But all this checking requires



From a photograph by Alice Austin

"None too young for lessons in self-control."

constant restraining and reminding? Certainly. And what is the difference between that and nagging? The difference lies chiefly in the tone of voice used. This point cannot be over-emphasized. To be sure, over-frequency of even gentle reminders may rouse a spirit of rebellion, but gentle reminders, if firm, are likely to be needed only about one third as often as irritable commands. Choose opportune times to convey your lessons, that is, times opportune for the child. If you interrupt his play, or humiliate him by giving him instructions in public, you will not obtain the results that you hope for.

Study your children and adapt your methods to the disposition of each. While one may be seized with a desire to emulate other children when they misbehave, another may be cured by such a spectacle of bad behavior. In short, one requires allopathic treatment and the other homeopathic.

If there still exist any fathers or mothers not familiar with the principles so clearly enunciated by Prof. William James on the laws of habit,

let them buy, read, and frequently re-read his essay in "Talks to Teachers."

Let them study it, and then let them convey its great truths to their children, yes, even to their three-year-olds. They can teach by parable and by object lesson; the greater their variety the better.

Games, dramatic plays, and stories will be of great service to a child who is starting on the shining path of chivalry and courtesy. Realistic literature will be less helpful in this line than romance and fairy-tale. All the heroines from Cinderella to Perdita, all the heroes from Galahad to Quentin Durward, will show him on his way if he will let them. And he will let them if he is early made free of their friendship by some one who knows and loves them already. Once your son's admiration is aroused, and his ardor inflamed to be as knightly as these heroes; once your little daughter has learned to love the gracious ways of true heroines, your task will be little of a task. It will become only a watchfulness to help the unfolding of a happy nature at home in beautiful practices.

SONG FROM PIPPA PASSES

THE year's at the spring,
The day's at the morn;
Morning's at seven;
The hillside's dew-pearled;
The lark's on the wing;
The snail's on the thorn:
God's in his heaven —
All's right with the world!

ROBERT BROWNING.

TABLE RULES FOR LITTLE FOLKS

In silence I must take my seat,
 And give God thanks before I eat;
 Must for my food in patience wait,
 Till I am asked to hand my plate.

I must not scold, nor whine, nor pout,
 Nor move my chair or plate about;
 With knife or fork or anything,
 I must not play; nor must I sing.

I must not speak a useless word,
 For children should be seen, not heard;
 I must not talk about my food,
 Nor fret if I don't think it good.

I must not say, "The bread is old,"
 I must not say, "The soup is cold,"
 I must not cry for this or that,
 Nor murmur if my meat is fat.

My mouth with food I must not crowd,
 Nor while I'm eating speak aloud;
 Must turn my head to cough or sneeze,
 And when I ask, say, "If you please."

The table cloth I must not spoil,
 Nor with my food my fingers soil;
 Must keep my seat when I have done,
 Nor round the table sport or run.

When told to rise, then I must put
 My chair away with noiseless foot;
 And lift my heart to God above,
 In praise for all His wondrous love.

Old Rhyme.

THE STILL, SMALL VOICE

LABOR to keep alive in your breast that little spark of celestial fire,
 called conscience.

GEORGE WASHINGTON.

CLOTHING THE CHILDREN

Now that summer is here, we again see the children going about in ankle-ties, sandals, and bare feet. Certainly, the little boys and girls look very charming as to feet under these circumstances. But those of us who are thinking about what is really most healthful for them cannot take pleasure in the pretty sight of a small girl in socks and ankle-ties, a little boy in socks and sandals, and the youngest toddlers with their pink feet bare.

It is so important that the arch of a child's foot should be supported properly. Realizing this, let us get for the children neither sandals nor ankle-ties, but low shoes. Equally important is it that the small and tender feet be protected from the rusty nails, bits of glass, and other small, sharp things to be found on the ground even in the best neighborhoods. Remembering this, let us never allow the children to go barefooted.

At this time of year, mothers are looking about for head coverings for their little children. From the great variety of such things in the shops, it is difficult to choose. Very nearly all of them are pretty; almost all of them are becoming. They are to be had in all colors, sizes, and shapes. The mother, when making her choice, usually considers appropriateness, color, and price. We would urge upon her to think also of health. Let her not select either for her boy or her girl a cap without a brim, or a hat that does not rest comfortably on the head.

The eye-sight of the child can be seriously injured by a hat that does not sufficiently shade the eyes from the sun. The child's nervous system may also be harmed by a hat that slips about on the head. Who of us but has seen a child squinting its eyes simply because its hat had no brim? Is there one of us who has not observed the attempt of a child to "jerk" its wobbly hat into place? None of us desire our children to be in either of these cases.

During my childhood, the hair of little girls was arranged, not according to a prevailing fashion, but according to the particular hair! If a little girl had short curly hair, she wore it in short curls. If she had long straight hair, she wore it in a pig-tail. At the present time, little girls, without regard to the kind of hair they have, wear it according to one prevailing fashion,—the "Dutch Clip." To many little girls this is very becoming; but to many more it is not. Why should a little girl who would look like a picture were her locks arranged in the Lord Fauntleroy fashion, have her curls cut, and her "bang" drawn back from her forehead and tied in a bow on the top of her head? We need to give up this conforming to fashion in the arrangement of the hair of our little girls. In order that they may look as pretty as possible, we must "do" their hair, not in a fashion that is becoming to other children, but in a style that is becoming to them.

EDITORIALS

ON HOME PROGRESS

THIS number of HOME PROGRESS ends the first Home Progress Reading Course. Letters received from our subscribers lead us to feel that the course has been to them a source of real and considerable pleasure and profit. Next month an examination paper will be sent to each member of the course. For every satisfactory set of answers returned to the Editor, a certificate will be sent. A prize will be given for the best set. This prize will consist of "The Children's Longfellow," a handsome, square octavo volume, profusely illustrated in color, containing Longfellow's poems for and about children. Taking the examination is in no way obligatory, but the Editor hopes that every subscriber will take it. With the examination, we take leave, for a few months, of our subscribers. We hope that we may unite again in the autumn with each and every one of them.

Our plans for next year are already formulated. The success of this year's course makes us see our way clear to making next year's course larger and more comprehensive. A circular, setting forth in detail the advantages and opportunities to be offered in HOME PROGRESS next year, will be sent in due season to each one of our subscribers. We trust that all of them will renew their memberships. We take this opportunity to thank our sub-

scribers for their so hearty coöperation in our work. In the very nature of things, HOME PROGRESS is a movement which cannot go forward by the efforts of the Editor alone, nor the subscribers alone. Its success depends upon the coöperative efforts of both. We have had that coöperation this year; may we have it next year, and every ensuing year!

KEEPING WELL IN SUMMER

IN winter, most of us go to great pains to keep well according to the dictates of preventive medicine. We try, in every possible way, not to take cold; not to injure ourselves by falling on the icy streets; not to waste our vitality by wearing insufficient clothing, nor by eating foods that are not heating. But when summer comes, we relax in our vigilance. Because the weather is warm, we cease our precautions against taking cold; there is no longer any ice on the streets, so we think we may walk on them with perfect safety to health; since we do not need to receive extra heat from our food in summer, we forget what we do need to get from it, and grow careless in matters of diet. All these lapses are a serious menace to our health in the summer time.

In order to keep well in summer, we need to take as great care as we do to keep well in winter. Our clothing should be as carefully chosen for

coolness as clothes in winter are selected for warmth. A person who is too warm will take cold as quickly and as easily as a person who is too cold. The streets, though they no longer have ice on them, are covered with as real a danger to safety, — dust. In winter we put sawdust on the ice; in summer, let us as assiduously put water on the dust. We need not choose food in the summer for its heating properties; but we need just as carefully to select it for its nutritive qualities. And, even more vigilantly than in the winter must we mount guard over that most important of all articles of diet — milk. As for our houses: in winter, we spend a large amount of time and money in order to keep the temperature of them at an even height; also we make an effort to have them as airy as the necessity for keeping most of the windows closed will allow; and as sunny as the short days permit. In summer, just because all the windows of a house are open, that house is not by this simple means made perfectly healthy. Unless the open windows are properly screened, the house will be full of flies. One fly in a house is a probable peril; many flies are a certain danger. Let us carefully consider all these things; and let that consideration help us to put ourselves in the way of keeping in better health this summer than ever before.

THE KINDERGARTEN MOTHER

FROEBEL's great principle of education is unity, or wholeness; with the home rests the chief responsibility for its application.

A home is the permanent factor in a child's life; teachers, preachers, and companions change with the changing years, but under normal conditions there is no change of parents. Consequently, parents alone have the opportunity to "see the whole design," and to give their children intelligent help in working it out. Unfortunately, few parents can take full advantage of this opportunity, because few have any preliminary training for the complex business of parenthood. Most of them are still limited by what has been cleverly called the "Meanwhile Method," and gain most of their knowledge about bringing up children while doing it.

How long it takes for civilization to catch up with itself! "Prevention" is the watchword of our modern times, and yet we rarely use even the proverbial ounce in training the parents of our future generation. What wonder that so many children are brought *down*, instead of *up*! Only when parents begin their work already equipped with knowledge of how childhood grows, and of how it behaves at different stages of growth, and of what nourishment growing human beings need to make them healthy and active in body and mind and soul, does *wholeness* in education come within the range of possibility.

The chief function of a doctor is to care for the physical being; that of the school is to inform and train the mind; and that of the church is to nurture the religious spirit; and so on with the various factors in the development of childhood. The home is responsible for the choice

and use of all these outward agencies, and, more than this, for rounding out the various experiences and unifying them in the lives of children. — MARGARET J. STANNARD.

COURTESY AND MANNERS

COURTESY — the inward grace; — and manners — the outward sign of the inward grace; — the heart feeling, and the external behavior through which the heart feeling is expressed. Since human nature is still to a large degree incomplete, all heart feeling has not yet arisen to the dignity of grace. It is at times not worthy of expression and the outward sign must too frequently be quite inharmonious with the inward feeling. Social life requires its amenities, and the demand may not be disregarded. If some fine morning the human race should arise with the determination to behave all day just as it felt, we should undoubtedly have a sorry experience before nightfall. It is a fortunate thing for social relations that we have learned to behave *better* than we feel; but possibly the cultivation of the inward grace has suffered through the giv-

ing of too much attention to the outward behavior. Many careful mothers assume that if their children are taught good manners, nothing more need be desired in the realm of conduct.

In a self-defensive reaction against the modern unmannerly behavior of our young America we have taken refuge in an importation of superficial mannerisms. Well-bred little girls are instructed by their governess to bend their knees in an old-fashioned curtsy when their grand-mother enters the room, children must always stand in the presence of elders, and a tableful of men must drop their napkins and interrupt their soup by rising to their feet when a belated lady enters the dining-room. The instinct which has brought about this innovation is undoubtedly a good one, since we need some sort of renaissance in American deportment, but we have made the very common error of putting the emphasis in the wrong place: — on the outward conduct, rather than on inward feeling; — on manners, rather than true courtesy. — ANNA STURGES DURYEA.

THE COWSLIP

Then came the cowslip,
Like a dancer in the fair,
She spread her little mat of green,
And on it danced she.
With a fillet bound about her brow,
A fillet round her happy brow,
A golden fillet round her brow,
And rubies in her hair.

SYDNEY DOBELL.

THE HOME KINDERGARTEN

BY ALICE PERKINS COVILLE

Keep thou an open door between thy child's life and thine own."

It was an unexpected debate between the Kindergarten mother and her son upon the feasibility of his going as usual to Kindergarten. "I don't care to," was his only argument, "I don't care to," was his only argument, "I don't care to," was his only argument.



A Home Kindergarten. Three of the pupils are the children of the house. The others are neighbors' children

ment, in a tone which conveyed no doubt that his wish would be considered.

Frequently the child is the victim of our caprices, and there are many unnecessary restrictions and denials in non-essentials, and surprising over-indulgence when the child should be held strictly to duty. Usually negative kinks in children can best be straightened by faithfulness to the principle behind all theory, and by a delicate bending of the in-

dividual will to the general good. The would-be truant was too young, — only three and a half — and the mother might have waited; but he had begun Kindergarten, and to

finish a thing once started was the Eleventh Commandment in the catechism which she had learned long before she ever heard of Fröbel's "Education of Man." She accompanied the insurrectionist to the corner, after a treaty of peace had been signed with the usual seal. It was the very corner at which he had first asked to "go alone the rest of the way," and where he had said, "Do boys do it to very own mothers?" when reminded



"No one thing so absorbs the interest of children of all ages as a sand-pile."

to remove his cap as he left her. "To own mothers most of all," the mother had said. She could watch the little figure until it had safely crossed the busy down-town street and, like a tiny elf, vanished within the Kindergarten door. Her heart always hummed a doxology when that street was crossed. Then she went home and sat down to invite her own soul for a space. Why did the child not "care to go"? The Kindergartner had often seen this panorama before, but now it looked different, — almost new, as if the mother-eye were looking through the wrong end of the spy-glass.

Eight years the mother had taught other people's children, and she felt that she knew the main highway, and some of the by-ways, in the labyrinth of child nature. She had stumbled with the children of the rich over obstacles set in their path of free development by over-indulgent parents and dependence-breed-

ing nurse-maids. In New York's Little Italy she had waded through a sordidness that bewilders, to the souls of child-individualities. For three years she had spent a portion of each day, letting down lines to the depths of a blind child's inmost being, watching and waiting with the patience of a Dr. Montessori until some response from within told her that

something real had been reached. Yet for her own child this mother could not wait until the thing he was should express itself, with no restraint, no resistance.

"He loves the Kindergarten songs, games, and occupations," reflected the mother. And then she realized that for him they had not the novelty they held for others. They had always been a part of his daily home life, like the air he breathed. The Kindergartner and mother in one agreed that Kindergarten does n't work twenty-four hours a day. Nothing does. Rest is the fundamental law of everything. In the parlance of athletics he was "over-kindergarten-trained." The three hours of Kindergarten stimulant added to the zealous mother's unconscious but perpetual arousing of self-activity at home were too strenuous.

The boy needed the association of other children. Henceforth he kept on going to Kindergarten, but

was allowed greater freedom in his home play, and for several weeks only at his own request were the games and occupations of the morning session continued or referred to at home. He found diversion in other things. Many kinds of play-fellows are good for children, as well as natural spontaneous play, and the Kindergarten mother had always been a victim to her theories in admitting to her backyard and her boy's spacious sand-pile companions of all sects and classes, when she was herself available as passive director. Long ago she had discovered that one cannot raise boys and grass at the same time, in the same backyard. They can alternate as do pine and oak in forests. Nothing so discourages grass as a sand-pile, but no one thing so absorbs the interest of children of all ages.

There are several arguments against the use of Kindergarten materials at home. Two seem self-evident: A familiarity that begets carelessness and leads to wreckage and loss; and the possibility of satiety if the child goes to Kindergarten. Both dangers may be avoided if recognized; and the value of the blocks, tablets, folding papers, and sewing cards is too great to sacrifice to avoidable misuse.

In the home children should have furniture suited to their size, a little chair, a table the proper height for the chair (a folding table

with legs sawed off serves every purpose). Low shelves for toys make for independence. A child becomes devoted to a little canoe pillow or pad, which is light and easy to carry from sand-pile to damp ground. This saves in comfort, health, and cleanliness. It was a wise and unusual mother who transformed her drawing-room into a Kindergarten for her three children, supplementing from the neighborhood. And an ideal Kindergarten in the Home it was. But it is the interest of the busy or preoccupied mother we must implore for the child's home play.

Parents unused to children are very apt to buy too old toys and too mature books. They try to force an idea before the child is ready for it. Electric tracks which confuse, and mechanical toys that mystify are left to the elders Christmas morning, while the child goes to some vacant corner (if he is fortunate enough to find one on that over-crowded day) to enjoy some simple toy.



"The animals which every child loves help as companions to foster the sense of kinship with all created things."

In work a child follows tasks set by others, and reveals not himself but another's inclinations. In spontaneous play he learns what he can do, and discovers in himself possibilities of will

and thought. The whole field of play, from the baby's "This Little Pig goes to Market," to the high school boy's charades, is distinctly the opportunity of the home. "The Orchard, the Dear Old Orchard," sung and played under the "branches, gnarled and old," of one's own apple trees offers an inspiration to which no indoor Kindergarten can hope to attain, if the mother has the training and intuition to enter into the play. Child butterflies, "seeking honey" from real flowers, and birds flying to the "place that they love best," are possible on a summer day in any mother's yard; for children, like the poor, are always with us (or in the vicinity), and ever ready to play.

Parents disarrange children's plans without apology or explanation. A boy wants a piece of cloth for a flag. Why should n't mother get it for him without delay as she would for any older person? If he gets it at once, he may realize the joy of execution; but the mother says, "By and by," and to-morrow the cloth may mean to him — only



Making "great, round, wonderful, beautiful worlds."

a piece of cloth. A newspaper pinned together is a satisfactory postman's bag, if she has no time for a better. Old envelopes will please more than new, for the child demands stamps.

Or he can use

pieces of paper and make his own stamps with his crayon. George Washington may have but two dots for eyes and a line each for nose and mouth, but let mother suggest that stamps are worn on a certain corner of an envelope. Up and down the house for hours the little postman will go, making collections and deliveries. If mother can only sing, "I see the postman coming with a letter in his hand," when he comes to her door, the recognition and appreciation of her "Thank you" as she "takes the letter inside" will ennoble for him his vocation.

Letters and guests are easily associated, and boats, trains, stations, all transportation facilities, acquire a new interest for a child whose aunt is coming. The play-house must be in readiness. If there is no guest room in it, a box is added and furnished. For out-of-door play-houses huge packing-boxes, such as play-grounds are using, are good. Each makes a room so large that a child can get into it and arrange the rugs of canvas with crayon borders, or woven rag rugs, and the

chairs, tables, and bed, made of blocks or boxes. Clay or plasticine furnishes endless possibilities in pottery; and paints may be used for decoration. The babies will wish to help, and it is for mother to think of the wooden bead cubes, cylinders, and balls. A very tiny plumber can make pipes of cylinders, strung on shoe-strings. A "soft" board easily carried about; a package of tacks and a small tack hammer make the happiest baby carpenter, with his "rap-rap-rap-rap" of song and hammer.

Such a board has advantages over the front step where the child is likely to begin his first independent manual training. Every child will pound somewhere. And was there ever a child that did not clip his own hair for lack of proper timely cutting facilities? A pair of round pointed scissors, for the safety of all concerned, and a package of cutting and folding papers, 4x4 inches, seem as indispensable chattels in a Kindergarten home as do sewing cards and weaving mats.

A fourteen-year-old boy when asked what he remembered with most pleasure of his Kindergarten days at home replied unhesitatingly, "Folding papers." He recalled the day he learned to fold a tent and used all his folding papers, all the white paper available, and then the manilla paper which

mother had suggested as best of all for Spanish tents. He remembered that he wore all day his soldier suit, the red front with the white braid across, the cap with a plume. Father had called him a "British Dragoon." His lead, tin, and paper soldiers had assembled, regiment after regiment. Cavalry and cannon and flags made the camp complete, and then "taps sounded," — which no true soldier could ignore.

The value of sense training is much greater at three or four than when children usually go to Kindergarten; and sense perception is the source of all knowledge. A child of fourteen still treasures the worsted balls she loved, as a baby, to bounce to music, whose color fascinated, and the conscious grasp of which, in her first catch, gave her the first thrill of possession. A Kindergarten with her nine-months-old baby was given a seat in a drawing-room car next to a fussy bachelor who directly asked the porter if there was any other vacant seat. There was none, and eleven hours later when he left the train, not having heard one cry, he confessed his amazement that a baby could be so

"amenable," and that a little colored ball could so long hold its fascination. A first gift ball with a cord attached in the Kindergarten's hand had been like a magician's wand.

Power of observation and imag-



"Children love to do normal things."

ination are certainly things which can be cultivated at home as well as in Kindergarten. Imagination will help one day to idealize some dull pages in life. The boy who came into his mother's room one morning, and glancing quickly up and down the room, ran to her, threw his arms about her neck, and kissed her vehemently, explained the unusual vigor of his morning kiss with, "I'm meeting you at a train." In that imagining he glorified an ordinary morning convention.

A girl of thirteen wrote a Kindergarten aunt for the words of "the sweetest little song" she used to sing to her when she gave her a bath during a visit eight years before. She said her little brother was "rambunctious" sometimes about his bath, and she thought "mother could use it as a stimulus." It was a simple little song that transformed the prosaic tub into a sea in which the "soap sailed by afloat like a boat." At the end was gladness for being "safe on land, home from the bath-tub sea." Yet by the power of imagination the homely task was exalted into a happy memory for eight years.

"A story told at the right time is a looking-glass to the mind." The whirling wheels of a train that helps us on our way, or the mill wheel "turning all the day, that never stops to play," can teach the child the lesson that there's "work for all and we must not stay." Giants and wise fairies tell the girl that greatness is not bigness, that the "mind must guide the hand." It was Sir Galahad who said, "My strength is as the strength of ten because my

heart is pure." Let the stories concern the objects, activities, and festivals which have relation to the child's world. In story-land the boy learns that each workman has his place which no one else can fill.

Nothing in the Kindergarten can so create joy of life as the Songs and Games which every mother can so easily incorporate, if at all musical, into the Kindergarten of the Home. They fill the child with a sense of all-sided, responsible kinship with all created things which ripens into universal good will. The animals which every child loves help, as companions, to foster this sense. Who that knows the Brown Thrush does not feel the "world running over with joy" when he sings? For every child the "cling-clang" of a blacksmith's hammer idealizes strength and faithful duty.

Kindergarten children do not ask as often as others, "What shall I do next?" and Kindergarten mothers know how to turn the restlessness of their children into some activity by finding a reasonable thing for them to do, or better still by letting them do the natural thing their hands find to do, if only it is safe and does not annoy. Children love to do normal things — to help their elders or to imitate the occupations of others.

It is with inconvenience to ourselves, at times, that we inculcate habits of order and that sense of the importance of the work in hand, which Kindergarten teaches. One Sunday a Kindergarten returned from church with her small boy, whose coöperation in getting dinner she had bespoken. At the door they

met a caller from out-of-town, an austere man, a stranger, but the father of a friend. The call was long. As the caller was leaving for the train, the hostess expressed regret at his flying trip, and hoped he would stay longer next time. The child, who had scarcely spoken (so absorbed was he in the consciousness of the cook's absence), remarked distinctly, "I think he has stayed long enough this time." It was but a faint excuse the mother attempted, received by the stolid gentleman with, "The young man is frank at least."

She turned to find the child gazing anxiously at the clock, laboriously figuring the hour (although he knew he had been rude). "Boy, why did you speak like that to the gentleman?" asked the mother. "Don't you think he did stay too long? It's after one o'clock and not a bit of dinner ready," said he. "But one cannot always say what one thinks. You must stop and think how it sounds," reasoned the mother. "You do not mean how it sounds, but how it feels to a person," said the child. And the Kindergarten knew that though tact had been sacrificed that time upon the altar of responsibility which she herself had raised, both tact and responsi-

bility were well ingrained, and another time might be expected to pull more happily together.

Disciplinary severity is almost needless in the Kindergarten. Any impropriety at once begets its own punishment. The offender finds himself excluded from the circle — a thing apart — and decides he must adapt himself if he is to return to the life of the Kindergarten. In the home this consciousness of public opinion is not always felt, and many a perfectly good boy in Kindergarten is an embryo tyrant at home.

A visiting aunt remarked the changed attitude of a Kindergarten mother toward her child. "You do not need to be so firm with

that boy," said the doting aunt. "He is not the kind that needs it. He is naturally docile. Every one says he is so easy to govern."

"Yes, he is," confessed the mother. "Discipline has been almost an unknown quantity in his upbringing, but every child needs to know that mother's hand is also firmly on the rudder to guide if he goes into danger." When Fröbel said "unfold the rational," he also said we must "chain down the irrational," and a child must learn to obey, but let us see that he walks in



Two Home Kindergarten Children.

light, when it is possible, not in blind obedience.

Soon after, the mother was ill for a time and the aunt had an opportunity to try her leniency. The boy recognized at once that she overlooked his indecorum, and he tasted the joy of supremacy. The aunt was glad when the firm mother hand was again on the rudder.

Irreparable lawlessness and lack of consideration for others are allowed children by American mothers in pretense or mistaken belief that such is Kindergarten doctrine. To allow a child to annoy the family for a half hour, or even ten minutes, every night by "fussing" over going to bed, is one of the most prevalent illustrations of this masquerade of *free will*.

The picture arises now of a long-suffering nurse-maid standing, embarrassed and outwardly patient, at the library door, like some relic of feudalism, while each member of the family suggested in vain some attraction on the upper floor which should tempt the spoiled child to "say good-night and go with Annie." For ten weeks this drama was enacted nightly — yet it was impossible to decide whether the child delighted most in the discomfort of the mother or the nurse. In a boy, such inclination becomes bullying when it gets to the street, cruelty in animal-land, and in a man's world a thing called by many ugly names.

A child is disciplined only when he is master of himself, and can and does regulate his conduct to follow some necessary rule of life. The Kindergarten can but build a little on the foundation already laid in every home. We give the Kindergarten so little time. The mother must continue in the home to teach the child to surrender his will to the collective will, the petty self to the larger self.



"Happy tranquility in life."

To direct a child's will and not break it is a problem hard to solve. He will need all the force of his will to fight evils parents cannot foresee. The boy had taken a nap in the bed with the old-time quilt whose pattern was made of tufts of candle "wicking" put in by Grandmother's pa-

tient fingers "in war-time." When the hour passed at which he usually awoke, the mother went in the room to find a shower of white tufts on the floor beside the bed, a quilt bald in spots, and a boy rosy with excitement and satisfaction sitting in the midst. The mother's trained eye noted instantly that he had followed exactly the line of the pattern in his path of destruction — a coördinated movement. For a long time he sat on a chair solemnly placed beside the bed by the mother, who had made quite clear her regret at the havoc he had wrought. Apparently she had emphasized the tufts on the floor. The next day

without mention of the disaster, she left him for his nap. When she went again to him she saw at once a consciousness of guilt in his face, but no snow-flakes on the floor. One glance at the quilt showed increased baldness, then the tufts (every one carefully hidden under the bed flounce). Again he sat upon the chair beside the bed, for more than one hour, and the faithful maid who passed the door softly on pretended errands reprovingly told the mother, "You had a right to take it off." It will take days to replace those tufts, but the victory was worth it if it shall serve the boy to resist some time a greater temptation.

A simple way to increase self-control is to discourage a child's crying every time his feelings or body are injured. A child who might be said to live with a neighbor and board at home had a habit of howling every time one of his family came for him. "You ought to take him in the house and shut the door up," said the neighbor's boy one day, as the child was led away screaming. Later, the small adviser fell down a flight of steps. He came up the steps, into the house, closed the door, and then burst out into the cry of pain which every mother knows is genuine.

A mother used to greet her awakening baby with, "Have you had a nice nap?" before he could "put

words together"; and one day he surprised her by repeating her words as he opened his eyes. Ever after, as long as naps lasted, that happy assurance, "Had a nice nap," announced his waking. Why do mothers encourage in children the habit of crying when they waken, by answering so silly a call; or cuddle into good humor a pouting child who has acquired the custom of "waking up cross"? That is a little

worse than a child crying every time her face is washed or hair curled. The mother is wiser who always expects and awaits a "Thank you" from the child for whom she has performed these services.

The mother who pays a boy with a kiss for hooking her gown will receive from him the same payment

when she helps him sew his kite. All this makes for that happy tranquillity in life, as in play, which attracts older to younger and helps us to obey Fröbel's command, "Come let us live with our children."

It takes little guidance on the part of a Kindergarten mother to make a child's day one happy whole — not torn scraps and disjointed bits; and to teach the child early, through imagination and her "mother wit," with whatever materials are at hand, "to build not from the ruins of destroyed things but to build up in orderly manner from the things that are."



A kindergarten boy and his flag.

TOPICS FOR DISCUSSION

(The Editor suggests that the grown-up members of the family meet—either alone or with other subscribers in the neighborhood—at the end of each month; and discuss the topics given in the current issue of the magazine.)

I. HEALTH.

- a. Is my ice-chest absolutely hygienic? Does the ice I buy come from a clean source of supply? Is it cleanly washed before being placed in my ice-chest?
- b. Has the bath-room in my house proper ventilation? Do I understand enough about plumbing to be able to judge myself as to when a plumber should be consulted?
- c. Are all the rooms in my house light, airy, and, at some hour of the day, sunny?

II. MENTAL TRAINING.

- a. Am I a "kindergarten mother?"
- b. Is my nursery a "home kindergarten"? Are my children provided with kindergarten "gifts" and "occupations" at home?
- c. Do I live with, as well as for, my children?

III. MORAL GUIDANCE.

- a. Am I as polite to my children as I expect them to be to me?
- b. Do I, in trying to eliminate a fault of behavior, try to put in its place a corresponding virtue?

- c. Do I teach my children not only what good manners are, but no less important, train them to desire, and strive always to have them?

LIST OF BOOKS FOR ADDITIONAL READING

(The Editor would advise that members of the course select from this list two or more books under each main topic; and read them at leisure.)

I. HEALTH.

1. "The Family House," by Charles Francis Osborne. (The Penn Publishing Company.)

A book that every careful housekeeper will be glad to read.

2. "A Handbook of Home Economics," by Etta Proctor Flagg. (Little, Brown & Company.)

A very useful volume. Every homemaker should have it in her library.

3. "The Sanitation of a Country House," by Dr. Harvey B. Bashore. (John Wiley & Sons.)

A book that every person who "goes to the country" should possess. It contains information that no one who spends even a week in a country house should be without.

4. "Human Efficiency," by Horatio W. Dresser, Ph.D. (G. P. Putnam's Sons.)

Dr. Dresser's newest book. Every student of the philosophy of efficiency will desire to read this book.

5. "The Important Timber Trees of the United States," by Simon B. Elliott. (Houghton Mifflin Company.)

A book that every lover of trees, whether a professional forester or a mere amateur, will gladly own. It contains accurate scientific information about trees, written in a style that will appeal as much to the lover of good writing as to the lover of trees. It is profusely illustrated with pictures from photographs.

6. "The Spell of the Rockies," by Enos A. Mills. (Houghton Mifflin Company.)

A book for the "friend of mountains."

II. MENTAL TRAINING.

1. "Fathers of Men," by E. W. Hornung. (Charles Scribner's Sons.)

A story of an English "public school." All fathers and mothers who have boys of the school age will find this book helpful.

2. "The Kindergarten in the Home," by C. E. Newman. (L. C. Page & Company.)

One of the best books for the young mother as yet published. It will help her to make a kindergarten of her nursery.

3. "In the Child's World," by Emilie Poulsson. (Milton Bradley Company.)

A book of morning songs and stories for the kindergarten. Prepared by one of the foremost kindergartners of our day. It is a book which every "kindergarten mother" will gladly welcome.

4. "The Professional Aunt," by Mary C. E. Wemyss. (Houghton Mifflin Company.)

A story of a group of English children and their aunt. All aunts, "professional" or desirous of becoming such, will delight in this book.

5. "Captain Mary Martha," by Avery Abbott. (The Century Company.)

A story of a "little mother." It will appeal to all friends of babies.

6. "The Home Comers," by Winifred Kirkland. (Houghton Mifflin Company.)

A story of four city children and their country grandmother.

III. MORAL GUIDANCE.

1. "Lessons on Manners," by Edith E. Wiggin. (Lothrop, Lee & Shepard Company.)

A useful little book that all mothers who are trying to "teach good manners" to their children should have.

2. "Lessons for Junior Citizens," by Mabel Hill. (Little, Brown & Company.)

A book that all boys and girls should read. It will help them to be good junior citizens.

3. "Farm Boys and Girls," by William A. McKeever. (Macmillan Company.)

A book that contains much illumination on the subject of country children. Other parents and school teachers will find this book a valuable one.

4. "Timothy's Quest," by Kate Douglas Wiggin. (Houghton Mifflin Company.)

A story that should be in the library of every child.

5. "Friendly Letters to Girl Friends," by Mrs. A. D. T. Whitney. (Houghton Mifflin Company.)

A book that all mothers will be glad to put into the hands of their daughters.

6. "Concerning Himself," by Victor T. Whitechurch. (The Baker & Taylor Company.)

The story of a boy. Every father and mother of a boy would do well to read it.

THE EDITOR'S FIRESIDE

THIS, the sixth number of the HOME PROGRESS MAGAZINE, ends the first course, on the Health, the Mental Training, and the Moral Guidance of Children. The consideration of the first of the three main divisions of the course, Health, has to do in this number with the sanitary care of the house. Mrs. Baxter, an authority on this subject, has written a most valuable article, full of practical hints to the careful housekeeper.

The Editor would suggest that members of the course finish their work in it this year by reading the remaining chapters of the "Handbook of Health." Then Mrs. Baxter's article should be read; following this, the editorial, "Keeping Well in Summer." When this reading has been carefully done, and notes taken of such points in it as require further explanation, members should turn to the "Topics for Discussion," and read and discuss after the manner suggested in the editorial note preceding them, the Topics under I.

The remaining four stories under each of the three graded groups of stories in "Stories Selected and Adapted for Telling," in "How to Tell Stories to Children," should now be read and considered. Notes should be taken according to the suggestions given in the opening editorial of the third number of this magazine; after which Miss Keyes's article, "Teaching Good Manners to Children," should be

perused; then the editorial, "Courtesy and Manners." Finally, the "Topics for Discussion" under II, should be used, according to the general hints given.

With the third main division, Moral Guidance, a like method is to be followed. The remaining chapters of "As the Twig is Bent," should be taken up. Next, Mrs. Coville's article, "The Home Kindergarten," and following that, the editorial, "The Kindergarten Mother." Lastly, the "Topics for Discussion" under III should be employed, according to the suggestions made. When all this has been accomplished by the member, a letter might be written to the Editor, setting forth such questions, problems, and needs, as the particular member possesses. All letters will be regarded as confidential; personal replies will be sent in each case.

The "List of Books for Additional Reading," this month, is made up of books related particularly to the subjects considered in the three main articles. They are especially interesting and useful.

The reprints this month are, as they always are, taken from the best literature of the world. Among them is a poem by Miss Sarah Orne Jewett, written many years ago.

Three new books are reviewed. One is Miss Scudder's new book on socialism; another is a story about a faithful dog; and the other is a Children's Encyclopedia.

This is the last word this season

from the Editor's Fireside. But other words will come, next year. Our subscribers will find in the open-

ing editorial of this number a fuller message than this concerning next year's HOME PROGRESS.

OUR BOOK TABLE

THE BOOK OF KNOWLEDGE

THIS set of twenty books is a Children's Encyclopedia. It contains answers to almost every question a child could possibly ask. Also, it is illustrated with pictures of almost every place and thing that a child can conceivably wish to see. Indeed, we have never seen quite so comprehensive an encyclopedia, even for grown-ups. The work is carefully indexed, according to so simple a plan that a child can find for himself anything he may wish to seek in it.

The make-up of the books reminds one of the old-fashioned "Chap-Books." Each volume contains a bit of everything to be found in the other volumes. The illustrations are of several kinds;—half-tone reproductions of photographs, prints of drawings and paintings, and a number of colored plates.

The book has a most significant introduction written by President John H. Finley of the College of the City of New York. Its Editors-in-Chief are Arthur Mee, of Temple Chambers, London, and Holland Thompson, M.A., of the College of the City of New York.

We would heartily recommend this book to every family in which there are children with interrogative minds.

(The Grolier Society, 2 W. 45th St., New York, N. Y.)

GREYFRIARS' BOBBY

By Eleanor Atkinson

NOT since "Rab and his Friends" appeared has it been our happy fortune to see so good a story of a dog as this. Greyfriars' Bobby was a real dog. He lived in a house in Edinburgh. His master lived there too. After a time, his master died. Then Bobby ceased living in a house; he went to live in the churchyard, beside his master's grave. For fourteen years after the death of his master, Bobby lived in the churchyard of Greyfriars. Not even on snowy nights, nor rainy nights, could he be induced to sleep in a house, even the house adjoining the churchyard. He preferred to sleep as his master was sleeping, in the churchyard.

It was no wonder that Greyfriars' Bobby became famous. How Bobby was given the "freedom of the city"; how Queen Victoria sent him a message; how Lady Burdett-Coutts traveled to Edinburgh to see him; how the children in the tenement near Greyfriars loved him; and how a fountain for both dogs and men, crowned by his statue, was erected;—all these things the reader will prefer to find out for himself. We like to think of the pleasure that finding out will give him.

(Harper and Brothers. \$1.20 net. Postage extra.)

SOCIALISM AND CHARACTER

By Vida D. Scudder

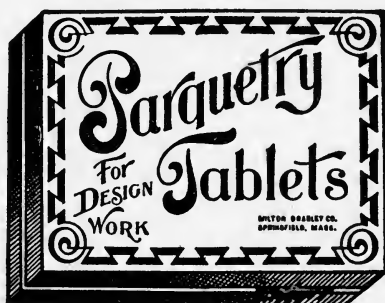
THE Christian animus of such a book as "Socialism and Character," should be reassuring to fathers and mothers who are contemplating the socialistic ardors of young sons and daughters. In her discussion of the possible reactions of socialism upon character, and in her plea for the preparation of character in order that it may be ready to direct socialism, Miss Scudder has in mind always Christian character. At the heart of her discussion is the question whether in any reasonably conceivable social order, perfect obedience to the precepts of Jesus could be practiced without social waste. It is her contention that those precepts could be practised with much less social waste under socialism than they now are under the present industrial and economic system, and she defends her position with distinguished ability. Those who are unable to accept the socialistic doctrines of class consciousness and economic determinism may — after reading Miss Scudder's interpretation of them — at least take comfort in the thought that their children, to whom unaccountably these doctrines so often seem axiomatic, need not, in accepting them, thereby repudiate Christianity or any of its hallowed institutions. To the many, to-day, who see in socialism only a menacing and dreary bureaucratic mechanism, this book, with its vision of the spirit within the wheels, should prove illuminating. Readers who approach the subject

for the first time, however, may sometimes find the argument difficult to follow, for although the chief tenets of the theory are defined and expounded, Miss Scudder is not writing a primer of socialism, and her line of discussion presupposes a certain preliminary knowledge of the subject. Beginning with a review of social palliatives and efforts after reform within and bounded by the competitive system, the book passes on to a discussion of the constructive ideal of socialism, followed by a close analysis of the future of character and, as a natural corollary, the future of religion, and ending with an essay on a Wise Behavior. "Not," as Miss Scudder says, "that the new citizenship calls for new virtues; the qualities which must create and maintain it are as old as morality itself. We are never likely to outgrow those Beatitudes, which have been called the 'touchstone of every social and political order.'" — "Yet if we have no new virtues to offer, we do have what most men crave and need, — a new incentive. 'For their sakes I sanctify myself,' said the Lord Jesus, — and in the great word reconciled forever the vexed claims of self culture and social devotion." — "So the vision of socialism proves to be the ancient vision to which faith has clung throughout the ages. It is the fulfillment, not the contradiction, of the demand which Religion has most steadily proffered through all baffling discouragement even in the house of her friends."

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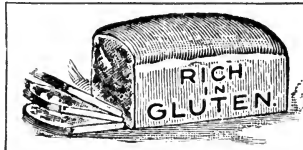
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